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C. M. LOUITT

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ALLEN J. SPROW

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GENERAL

6604. [Anon.] Canadian theses in psychology, 1951. *Canad. J. Psychol.*, 1952, 6, 49-63.—Bibliography.

6605. [Anon.] Scientific session on the physiological teachings of Academician I. P. Pavlov. Moscow: Foreign Lang. Publ. House, 1951. 174 p. 50¢. This report of the Pavlovian sessions, held in Moscow in the summer of 1950, includes only the introductory and concluding speeches of Bykov and Ivanov-Smolenskiĭ, the inaugural species of Vavilov and Razenkov, the resolution adopted, and the letter sent to Stalin on behalf of the participants of the sessions.—*I. D. London.*

6606. Brožek, Josef. Algunas características generales de la ciencia en la U.R.S.S. (Some general characteristics of science in the U.S.S.R.). *Ciencia, Méx.*, 1951, 11, 240-242.—A non-evaluative summary of Soviet attitudes, as of 1946, on internationalism in science, support of research, "democratization" of science, selection of topics for research, collectivity vs. individualism, and philosophical background. The paper, based on S. I. Vavilov's *Sovetskaiā nauka na novom etape* (New stage of Soviet science), concludes by pointing out some of the inadequacies of Soviet scientific work.—*J. Brožek.*

6607. Carrel, Alexis. Réflexions sur la conduite de la vie. (Reflections on the conduct of life.) Paris: Plon, 1950. xix, 289 p. 420 fr.—An attempt to treat concretely the improvement of the human being through a study of chemical, physical, and psychological factors which affect all the activities of the body and spirit. Since life develops best only under appropriate conditions, the book outlines fundamental laws of life and of conduct, and shows the possibility of training for life so that a social milieu—a milieu where each succeeding generation will develop all the potentialities hidden in the germinal plasma—exactly adapted to the true needs of man will develop.—*A. Potter.*

6608. de Saint-Laurent, Raymond. L'habitude. (Habit.) Avignon: Aubanel, 1950. 127 p.—This is a popular and common sense treatment of these topics: importance of habits, nature and origins of habits, good and bad features of habits, how habits are formed and how they disappear, breaking the tobacco habit, the habit of exaggerating and of being unduly critical and pessimistic, carelessness, orderliness and methodical tendencies, and final words of advice.—*R. W. Husband.*

6609. Filho, M. B. Lorenzo. (U. Brazil, Rio de Janeiro.) La maturation et l'apprentissage de la

lecture et de l'écriture. (Maturation and learning of reading and writing.) *Année psychol.*, 1951, 50, 403-411.—According to Piéron, psychology which is derived from empirical philosophy and closely related to serious questions of practical application is called upon to play an increasing part for better organization of the human factor in the progress of civilization. In this respect, Piéron has always practiced what he preaches.—*G. E. Bird.*

6610. Lagache, Daniel. (Sorbonne, Paris.) L'esprit de la psychologie contemporaine. (The spirit of contemporary psychology.) *Année psychol.*, 1951, 50, 1-10.—Topics treated include theoretical and psychological research, theory and practice, concrete and abstract psychology, normal and pathological, the organism and the environment, behavior and consciousness, behavior and meaning, consciousness and the unconscious, the psychic and the somatic, the individual and society, past and present, maturation and learning. The psychological issues of the day are characterized by what the author calls, "La catégorie d'ensemble."—*G. E. Bird.*

6611. Laird, Donald A. Increasing personal efficiency. (4th ed.) New York: Harper, 1952. 291 p. \$3.50.—"This is not a book to be read through in an evening. Only two chapters should be read a week. . . . On alternate evenings the personal progress pointers at the end of the chapter should be studied. . . . The remaining day should be devoted to rest and worship." Contains material added from the original edition on means of attaining personal efficiency in the home and rules for straight thinking. Conclusions are always those of the author. "Personality is usually independent of one's intelligence and too much thinking can easily prevent the full blossom of emotional life which marks the well-integrated personality."—*L. R. Steiner.*

6612. Langfeld, Herbert S. (Princeton U., New Jersey.) Heredity and experience. *Année psychol.*, 1951, 50, 11-25.—Heredity and environment cannot be separated, nor their proportional representations accurately expressed. Their investigation should be pursued with as little bias as possible. The views of the leading investigators in the field are presented, compared and evaluated.—*G. E. Bird.*

6613. Mikesell, William H., & Hanson, Gordon C. Psychology of adjustment. New York: D. Van Nostrand, 1952. ix, 406 p. \$4.50.—Presented "as a lower division introduction to the challenging field of maladjustment," this book is aimed at both students who have had no previous psychology courses as well as the non-student layman. After covering such basic topics as the relationship between frustra-

tion and maladjustment, conflict, the psychology of wants, and defense mechanisms, the authors move on to a practical consideration of problems in the areas of sex, occupational and family life, therapy, and mental hygiene.—*F. Costin.*

6614. Richards, Paul I. (Brookhaven Nat'l. Lab., N. Y.) **On game-learning machines.** *Sci. Mon.*, N. Y., 1952, 74, 201-205.—"Can one conceive of a machine that has absolutely no built-in knowledge but does have an 'intelligent' ability to learn almost any game through experience alone?" A list of suggestions for the design of such a machine are presented, with likely imperfections and analogies in human behavior pointed out.—*B. R. Fisher.*

6615. Stagner, Ross, & Karwowski, T. F. **Psychology.** New York: McGraw-Hill Book Co., Inc., 1952. xiii, 582 p. \$5.00.—An elementary text book presenting a "systematic organization of psychological facts around the principle of homeostasis." The book is divided into 3 parts. (1) Dynamics: including the chapters on biological drives, emotions, and social motives; (2) Cognition: sensing, perceiving, association, conditioning, problem solving, remembering, thinking, and intelligence; (3) Personality: foundations, conflict, and maturity. A list of collateral readings is included at the end of each chapter. 16-page bibliography.—*M. J. Wayner, Jr.*

6616. Volokhov, A. A. VI sessiia nauchnogo soвета po problemam fiziologicheskogo ucheniia Akademika I. P. Pavlova. (The 6th session of the Scientific Council on Problems of the Physiological Theory of Academician I. P. Pavlov.) *Vestn. Akad. Nauk SSSR*, 1952, 22(1), 55-59.—A report is presented on the work of the sixth session of the Scientific Council to whom is entrusted the Pavlovianization of physiology, psychology, and related disciplines. Anokhin is taken severely to task for his continued adherence to "anti-Pavlovian positions" in general and to the "idealist conception of the functional system" in particular.—*I. D. London.*

THEORY & SYSTEMS

6617. Black, Max. (Cornell U., Ithaca, N. Y.) **Critical thinking.** (2nd Ed.) New York: Prentice-Hall, 1952. xvii, 459 p. \$3.75.—A revision of the author's widely used textbook (see 21: 1034) in introductory logic. Part 1 deals with deductive logic; Part 2 is concerned with language, definition, and logical fallacies; and Part 3 treats induction and the scientific method. A comprehension test is included in each chapter. The book also contains 6 appendices and a glossary.—*P. E. Lichtenstein.*

6618. Boiko, E. I. **Nekotorye voprosy perestroiki psikhologii na osnove ucheniia I. P. Pavlova.** (Some problems in the reconstruction of psychology on the basis of I. P. Pavlov's theory.) *Vopr. Filos.*, 1952, No. 1, 162-168.—Speech activity must not be equated with Pavlov's second signal system which includes thinking. A Pavlovian psychology, while recognizing the defects of self-observation as a scientific method, must utilize it at times, in order to facilitate the eventual "fusion of the subjective and

the objective." Unfortunately, Soviet psychology has been swallowed up by pedagogy. But psychology can best be applied to pedagogy only when it can approach the latter with its own independently verified propositions. Pavlovian theory is the only basis for a science of psychology. As such it can render real service in application. A psychology which limits itself to being a "psychology of concrete activity" misses "study of the general laws of psychic processes" and cannot for this reason be said to be based on Pavlovian conceptions.—*I. D. London.*

6619. Brandt, W. **Biotypology of man.** *Proc. 10th Int. Congr. Philos.*, 1948-49, 885-886.—Biotypology is the science of the anatomical, physiological, and psychological constitution of man. The development of diversity and discontinuity in man is caused by the different time-curves of growth and differentiation, whereas the time-curve of determination is equal in all individuals of the species. "Any influence of the ecological milieu realizes the specific possibilities of that amount of reaction which corresponds to that phase of growth and differentiation upon which the milieu acts." The time-curve of determination is not influenced by the milieu. The next problem of Biotypology concerns man's psychological constitution. Here belongs his individuality and personality, represented by his creative activity.—*M. Choynowski.*

6620. Brugmans, H. J. F. W. **Parallelisme comme point de départ.** (Parallelism as a starting-point.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 932-933.—Besides the parallelism between the mental phenomena and cerebral processes there is a special case of a larger parallelism between bodily states which may be called "physiological adaptation" and experiences considered to be mental. The concept of a psyche is based on the parallelism in the larger sense.—*M. Choynowski.*

6621. de Groot, A. D. **The problem of interpretation in psychology.** *Proc. 10th Int. Congr. Philos.*, 1948-49, 934-936.—Any scientific statement, general and special, should be empirically testable, possibly "falsifiable" (Popper) by the intersubjective observation or experiment. This is not sufficiently the case with such schemes of interpretation as give the psychologies of Freud, Adler, and Jung. Many interpretations presented by these schools, when handled skilfully, may be often supported convincingly, but never refuted. We cannot divide them in true and false ones, but only in more or less justified and clarifying. "The problem of legitimate interpretation is in some fields of psychology not only far from solved but even hardly posed scientifically."—*M. Choynowski.*

6622. Deutsch, Leonhard. **Von Kausalität zu schöpferischer Freiheit.** (From causality to creative freedom.) *Int. Z. Indiv.-Psychol.*, 1951, 20, 165-174.—The divisions of nature are examined in the categories of inorganic matter, micro-organisms and plants, animals and man with a view towards predicting their development in line with the laws governing that development. It is seen that man

can raise himself above the natural laws as none of the other categories can, choosing his own aims and developing creative activity. Thus beyond the point where human conduct is determined by psychological laws, it defies prediction and consequently the science of human character can be a science only to a degree. Past that point the science becomes a normative discipline, the first system of this type being Individual Psychology. French & English summaries.—C. T. Bever.

6623. Filliozat, Jean. L'inconscient dans la psychologie indienne. (The unconscious in the Indian psychology.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 267-269.—Many authors have pointed to the notions of *samskara* and *vasana* in the texts of yoga. *Samskara* are what persists of the psyche when the consciousness is suspended and are psychic elements which are not mental. They correspond to the "psychological systems" endowed with the automatism, of Pierre Janet, and to the organized complexes of Morton Prince and the psychoanalysis. They have also another essential property in common with the subconscious psychic formations—they dissolve, or at least cease to be active, when known to the subject.—M. Choynowski.

6624. Fischl, Paul. Das Problem der Willensfreiheit in individualpsychologischer Beleuchtung. (The problem of free will in individual psychology.) *Int. Z. Individ.-Psychol.*, 1951, 20, 175-182.—The abstract conceptions of modern psychology fail to resolve the long struggle between Determinism and Indeterminism. The problem requires a psychology ad personam, and Individual Psychology begins to project a conception of the individual who must experience to conceive, i.e., must know freedom before he can conceive of it. French & English summaries.—C. T. Bever.

6625. Glicksberg, Charles L. (Brooklyn Coll., New York.) Phyloanalysis and general semantics. *Etc. Rev. gen. Semant.*, 1951, 8, 212-222.—Phyloanalysis is described as "a body of psychological theory dealing with the internal universe of behavior," the chief exponent of which was the late Trigan Burrow. The author attributes to Burrow the general theory that human beings, in acquiring language, have come to behave in terms of their own symbol-systems rather than in terms of their biological unity with the species. Thus phyloanalysis accounts for the generally "neurotic" behavior of mankind. Although, Burrow vigorously denied any real similarity between the methods and assumptions of phyloanalysis and those of general semantics, the author feels that such similarities exist and are strikingly prominent.—M. J. Maloney.

6626. Jørgensen, Jørgen. Remarks concerning the concept of mind and the problem of other people's minds. *Proc. 10th Int. Congr. Philos.*, 1948-49, 922-924.—In accordance with the verifiability theory of meaning, the writer says that we verify that "another person is experiencing the same phenomena as we do ourselves, by observing whether he looks as if he is 'being conscious' (as opposed to 'being un-

conscious') and is reacting in an appropriate way" in the given situation. "Mind" is defined by the author as a substantialization of "mental states," the sum total of the conditions which distinguish an organism "being conscious" from its "being unconscious."—M. Choynowski.

6627. Kafka, G. Die metaphysischen Voraussetzungen der Psychologie. (The metaphysical assumptions of psychology.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 918-921.—Every psychology contains metaphysical presuppositions, such as that each subject of consciousness is only the passive receiver of impressions or that its relation to the things is in reality only theoretical, i.e. observing.—M. Choynowski.

6628. Kerbikov, O. V., & Sarkisov, S. A. Uchenie I. P. Pavlova i voprosy meditsinskoj nauki. (I. P. Pavlov's theory and the problems of medical science.) *Vopr. Filos.*, 1952, No. 1, 216-220.—An account is given of a special meeting called in Oct., 1951 to discuss the progress, attained to date, in the development of a Pavlovian psychology, psychiatry, and neuropathology, as called for by the Pavlovian sessions of 1950. Progress has been unsatisfactory. Anti-Pavlovian and idealist conceptions continue to mar the work of many. Only "by going through the furnace of bolshevik criticism and self-criticism, by utilizing [that] very rich experience generalized in the works of the mightiest representatives of native psychiatry and neuropathology . . . , by revising its work on the basis of the brilliant materialist ideas of I. P. Pavlov, will Soviet psychiatry and neuropathology become full-blooded scientific disciplines of Soviet medicine, confidently proceeding to new attainments worthy of our Stalinist epoch."—I. D. London.

6629. Mansurov, N. S. Za primenenie i razvitie uchenia I. P. Pavlova v psikhologii. (For the application and development of I. P. Pavlov's theory in psychology.) *Vopr. Filos.*, 1952, No. 1, 153-161.—Behaviorism, hormic and Gestalt psychology are rampant in America and are being cultivated in order to indoctrinate the masses against progressive materialism on behalf of an aggressive imperialism. On the other hand, the Soviet psychologist is attempting to rid himself of all traces of idealism by basing his psychology on Pavlovian and Stalinist theory. Stalin's theory of linguistics in particular "helps Soviet psychologists to determine the central problems of their science, to pursue a correct, Marxist direction, and to proceed to the resolution [of these problems]."—I. D. London.

6630. Meyerson, I. (U. Toulouse, France.) Comportement, travail, expérience, oeuvre. (Behavior, work, experience, performance.) *Année psychol.*, 1951, 50, 77-82.—Behavior is conduct characteristic of the species under consideration. Work is systematic action organized with the aim of producing an effect. Experience comes from some special type of conduct. Performance is the result of the effort of work. What is implied in work, experience and performance is the participation of man

in the physical and social environment with all that this participation implies of reciprocal action and the construction by him of a world of creation.—*G. E. Bird.*

6631. Ovchinnikov, N. F., & Plushch, L. N. *Obuzhdenie prospekta knigi "Dialekticheskii materializm i sovremennoe estestvoznaniye."* (Discussion of the prospectus of the book, "Dialectical materialism and contemporary natural science.") *Vopr. Filos.*, 1952, No. 1, 211-215.—The dialectical materialist aspects of Pavlovian theory and methodology could be better handled. The relation of Pavlovian theory to Michurinian theory should be established and its possibilities for "plant physiology" explored. "The unity of the organism and environment" in both Pavlovian and Michurinian theory should be emphasized.—*J. D. London.*

6632. Piaget, J. (*U. Geneva, Switzerland.*) *L'utilité de la logistique en psychologie.* (The use of logistics in psychology.) *Année psychol.*, 1951, 50, 27-38.—Most psychologists refuse to have recourse to logistics; but they make use of mathematics which has recourse to logistics which in reality can be very advantageous in psychological work. It facilitates comprehension of observed processes, just as in medicine, mathematical language can be an accurate instrument of discovery. As there is experimental physics as well as mathematical physics, it is possible to have functional psychology which may be by turns experimental and what might be called mathematical-logistic.—*G. E. Bird.*

6633. Pillsbury, W. B. (*U. Michigan, Ann Arbor.*) *The concept in psychology.* *Année psychol.*, 1951, 50, 97-104.—Concepts are basic in the explanations of all sciences including psychology. They have two main functions: a classification and unification of particulars and the development of standards that are more reliable than any particular. In science no two measures of any dimension agree exactly. All are averaged and the result accepted. These may be called static concepts. There are fewer static or classificatory concepts in psychology than in other sciences.—*G. E. Bird.*

6634. Russell, B. *Postulates of scientific inference.* *Proc. 10th Int. Congr. Philos.*, 1948-49, 33-41.—The postulates required to validate scientific method may be reduced to the following five, those of (1) quasi-permanence; (2) separable causal lines; (3) spatio-temporal continuity in causal lines; (4) the structural postulate; (5) analogy.—*M. Choynowski.*

6635. Salter, Andrew. *The case against psychoanalysis.* New York: Holt, 1952. ix, 179 p. \$2.50.—The author denounces Freudian psychoanalysis. He considers that psychoanalytical therapy must fail because of the absurdity of the theories upon which it is based. Much of the book consists of critique of passages from Freud's writings.—*G. Elias.*

6636. Sherrington, Charles. *Man on his nature.* (2nd ed.) Cambridge, Eng.: Cambridge University Press, 1951. 300 p. \$6.00.—This edition (see 15: 2078) contains a certain amount of revision with

regard to detail. The view that man is a product of natural forces and that life processes can be reduced to physical terms is stressed. The views of a modern biologist with regard to the origin of life are contrasted to those of Jean Fernel, a 16th Century physician philosopher. In view of the fact that living and non-living matter can no longer be logically divided in terms of physics and chemistry "mind" represents a serious challenge and "points to itself as something unique in nature."—*M. J. Wayner, Jr.*

6637. Tatarkiewicz, D. *Sciences nomologiques et typologiques: essais d'une classification des sciences.* (Nomological and typological sciences: an essay of a classification of sciences.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 621-623.—There are sciences which are nomological—establishing laws, and typological—establishing types of phenomena. The first ones study what is common for all facts, the second ones the different forms of facts. Natural sciences may be either nomological or typological, and the last ones divide into systematic (botany) and historical. Human sciences are all typological. Psychology states general laws, but in this part only where it is natural science. In this part which belongs to humanities, it becomes typological discipline—characterology, studying different types of human mentality.—*M. Choynowski.*

6638. Toulmin, S. E. *Notes on the logical status of psychoanalysis.* *Proc. 10th Int. Congr. Philos.*, 1948-49, 925-927.—There are three basic logically distinct types of explanation of human conduct—the "stated reason" which one gives oneself, in reply to the question, "Why did you do that?"; the "reported reason" to which one refers in answering the question, "Why did he do that?"; and the "causal explanation" which one can sometimes give of an action, one's own or someone else's, in terms of material facts. The typical psycho-analytic explanation, as presented by an analyst at the end of a series of consultations, has something in common with each of these three types. The patient must come to recognize it as a natural expression of his neurotic state of mind ("stated motive"), third parties must accept it as a description of his conduct ("reported motive"), and such "facts of early life" as it invokes must be of a kind which could have led to this kind of conduct ("causal history" of the neurosis), even though they never occurred, if only the patient himself believes in them.—*M. Choynowski.*

6639. Varnakova, E. D., & Sakharova, T. A. *O zashchishchennykh dissertatsiakh po psikhologii.* (On defended dissertations in psychology.) *Vopr. Filos.*, 1952, No. 1, 220-224.—In the Academy of Social Sciences from 1949 to 1951 ten candidates' dissertations were defended whose themes were concerned with the development of the various psychological traits to be found in the "new Soviet man." In the Institute of Philosophy from 1950 to 1951 seven candidates' dissertations were defended whose themes were attempts to consider various psychological problems from the viewpoint of Pavlovian

theory. The attempt to tie in Michurinian with Pavlovian theory in a number of the dissertations is commended, as is also the "sharp criticism" leveled against the "reactionary idealist theories of foreign bourgeois psychologists." However, to be regretted is the failure on the part of the candidates to consider the work of Soviet psychologists, to face up to difficult problems both as regards to their formulation and resolution, and to deal with urgent questions such as "general methodology, capabilities, talent, the relationship between physiology and psychology, and the subject matter of psychology [as a science]."—*I. D. London.*

METHODS & APPARATUS

6640. Carpenter, A. (Cambridge U., Eng.) Note on variable speed mechanical drive systems. *Quart. J. exp. Psychol.*, 1952, 4, 46-48.—A simple thyatron speed control circuit for controlling a shunt wound D.C. motor designed for a supply of between 100 and 200 volts is described. Other types of drives are mentioned.—*M. J. Wayner, Jr.*

6641. Eckles, A. J. (U. Louisville, Ky.) Timing apparatus for rotary pursuit problems. *Mot. Skills Res. Exch.*, 1951, 3, 106-107.—An apparatus for measuring the error induced by the film which forms on the tip of the stylus and impedes the flow of current through the target, is described, and a circuit diagram with specifications is included.—*C. H. Ammons.*

6642. Kephart, N. C., & Oliver, James E. (Purdue U., Lafayette, Ind.) A punched card procedure for use with the method of paired comparisons. *J. appl. Psychol.*, 1952, 36, 47-48.—A step-by-step procedure for setting up paired comparison materials applied to ratings of workers on job performance is described here. This kind of task (25 names in variable list, which means a deck of 300 pairs that must be produced) takes an experienced operator 40 minutes to complete, including the scoring subsequent to the preparation. If a typewriter were used to prepare the pairs, 12 to 16 hours of clerical labor would be required in preparation and scoring.—*W. H. Osterberg.*

6643. Schober, Herbert. Ein neues Adaptometer. (A new adaptometer.) *Klin. Mbl. Augenheilk.*, 1950, 117, 51-59.—The new instrument allows the measurement of the simple threshold of perception according to Engelking-Hartung, and also the adaptation of visual acuity according to Nowak-Wettbauer, besides the measurement of the contrast discrimination with decreasing luminosity. The instrument also permits measurement of the course of the Ricco-Schoenwaldt law and of the Stiles-Crawford effect with decreasing brightness or increasing adaptation time respectively.—*P. L. Krieger.*

(See also abstract 6673)

NEW TESTS

6644. Arthur, Grace. The Arthur adaptation of the Leiter International Performance Scale. Wash-

ington, D. C.: Psychological Service Center Press, 1952. viii, 73 p. \$3.00.—Part I of this text describes the organization of the Arthur adaptation of the Leiter International Performance Scale as well as its standardization and norms. In Part II the instructions for giving and scoring the tests are presented. General instructions are provided and also instructions for the individual tests at the various age levels.—*V. M. Staudt.*

6645. Heiss, Robert, & Hiltmann, Hildegard. (U. Freiburg, Germany.) Der Farbpyramiden-Test nach Max Pfister. (The color pyramid test of Max Pfister.) Bern, Switzerland: Hans Huber, 1951. 158 p. Fr. 49.90.—The color pyramid test is a semi-structured projective technique, revised and validated by the authors. The subject is given a box containing at least 360 small colored paper squares, representative of 24 different color shades. He is then asked to cover 15 squares, drawn in a pyramidal design on a white sheet of paper. The test is repeated 3 times in one administration. The quantitative scoring and interpretation principles outlined in the text are based on experimental findings obtained from more than 2000 records.—*H. P. David.*

6646. Sells, Saul B., Frese, Frederick J., & Lancaster, William H. Research on the psychiatric selection of flying personnel. II. Progress on development of SAM Group Ink-Blot Test. *USAF, Sch. Aviat. Med.*, 1952. Proj. No. 21-37-002, Rep. No. 2, v, 77 p.—This report describes the experimental development of an empirical sign key for quantitative scoring of the USAF School of Aviation Medicine Group Ink-Blot Test, an adaptation of the Rorschach Psychodiagnostic Method to a large-scale psychiatric screening of flying personnel. The revised provisional sign key has a correlation of .13 with pilot stanine score, and of .46 with the pass-fail adjustment criterion for the experimental samples of aviation cadets. The correlation of pilot stanine with this pass-fail dichotomy of .38 is raised to .57 by addition of the provisional Rorschach scores in a multiple regression equation.—*Authors.*

(See also abstracts 6993, 7147)

STATISTICS

6647. Bingham, Walter V. Expectancies. (Expectancy.) *Année psychol.*, 1951, 50, 549-553.—An expectancy is the numerical expression of a probability that a certain individual will achieve a specified level of educational or occupational accomplishment. This measure helps the psychologist, the employer, the counsellor and the individual tested to understand the meaning of a score. Just as Piéron helped to make such meanings clear, all psychologists should encourage the use of appropriate statistical aids to understanding and communication, of which expectancy charts are an example.—*G. E. Bird.*

6648. Burt, Cyril. (University Coll., London.) The aims and methods of factorial analysis. *Année psychol.*, 1951, 50, 39-59.—The main use of factorial analysis lies in those more complex fields where a

number of simultaneously varying tendencies cannot be separated by experimental techniques and can, therefore, be isolated only by statistical techniques. The chief methodological conclusions reached refer to a multiplicity of factors treated as vectors. Factor analysis shows what traits may be summed and what are the appropriate weights, but it cannot be mechanically applied. The mental factors established by these methods form a classified list of fundamental characteristics of special value in individual psychology.—G. E. Bird.

6649. Cattell, Raymond B. (U. Illinois, Urbana.) *Factor analysis: an introduction and manual for the psychologist and social scientist*. New York: Harper, 1952. xiii, 462 p. \$6.00.—The author presents this textbook as an introduction to factor analysis as a method of research in psychological and social sciences, as a textbook for statistics courses which emphasize factor analytic methods, and as a handbook of factor analysis methods for the research worker and statistical clerk. The 8 chapters of part I discuss basic factors in factor analysis; 8 chapters of part II deal with specific aims and working methods with considerable attention to the "art of rotation"; the 5 chapters of part III are devoted to specific technical issues. Matrix multiplication by electronic digital calculators is described in an appendix. Glossary. 148-item bibliography.—C. M. Louttit.

6650. Dodd, Stuart Carter. (U. Washington, Seattle.) *On percentage moments; interpreting the moments as per cents of their maxims*. *Sci. Mon.*, N. Y., 1952, 74, 220-222.—Procedures for interpreting the statistical moments as percents of their maximums are given, as an aid to lay interpretation of moment. "As percents, laymen can understand and compare two distributions that are in different units as to relative frequency, or dispersion, or skewness, or kurtosis."—B. R. Fisher.

6651. Federighi, Enrico. (Johns Hopkins U., Baltimore, Md.) *The use of chi-square in small samples*. *Amer. sociol. Rev.*, 1950, 15, 777-781.—Excerpt from a table is shown which gives probability levels in chi-square tests of independence involving 2×2 tabulations where N is less than 41 and where one or more of the expected cell frequencies is less than 10. Computation of table is based on Fisher's exact test of 2×2 tabulations. Examples of table's use are provided.—W. W. Charters, Jr.

6652. Gengerelli, J. A. (U. California, Los Angeles.) *A method of analysis in which the factors are empirical tests*. *J. Psychol.*, 1952, 33, 159-174.—A statistical method is described by which the sums of scores made on a battery of m tests may be predicted from the scores on a sub-set of tests in the battery. The procedure involves a method of exhaustion which yields the regression weights to be assigned to members of the sub-set. Four illustrative problems are demonstrated by the method. A technique of analysis based on the above procedure is then developed which yields a "factorial" de-

scription of each test in the battery in terms of the tests comprising the sub-set.—R. W. Husband.

6653. Harvard University. *Computation Laboratory. Synthesis of electronic computing and control circuits*. Cambridge, Mass.: Harvard University Press, 1951. 278 p. \$8.00.—A systematic and practical presentation of the logical design of electronic computing and control circuits. Elementary rules of algebra have been incorporated in a general approach to the analysis of these electronic circuits. This simplified presentation and the tables on the switching functions included in the appendix offer convenient methods "for the rapid and economical design of electronic switching apparatus."—M. J. Wayner, Jr.

6654. Johnson, A. Pemberton. (Educational Testing Service, Princeton, N. J.) *Notes on a suggested index of item validity: The U-L Index*. *J. educ. Psychol.*, 1951, 42, 499-504.—"The U-L Index is proposed as a useful means of selecting items either to increase the internal consistency (odd-even reliability) of a test or to increase its correlation with a given criterion. Some advantages of the U-L Index are: (1) the demonstrated effectiveness of the upper vs. lower 27% technique on which it is based, (2) its ease of computation, and (3) the readiness with which its level of significance may be approximated."—E. B. Mallory.

6655. Kestelman, H. (University Coll., London.) *The fundamental equation of factor analysis*. *Brit. J. Psychol., Statist. Sect.*, 1952, 5, 1-6.—Given an $n \times N$ matrix of test-measurements S , we desire to determine an $n \times N$ matrix of factor-measurements P , such that $S = MP$ and $PP' = I^2$. The solution originally suggested by Karl Pearson and later advocated by Hotelling and others was to apply the familiar principal axis transformation. In that case M and P may be found by solving the "characteristic equation" of SS' and then determining its "characteristic" or "latent" roots, V , and the corresponding "latent vectors," L . We can then take $P = V^{-1}LS = WS$. Since W is a square non-singular matrix, it will have an inverse; and we thus obtain $S = W^{-1}P$, so that $M = W^1$. The solution thus obtained is both exact and unique.—G. C. Carter.

6656. Pilliner, A. E. G. (U. Edinburgh, Scotland.) *The application of analysis of variance to problems of correlation*. *Brit. J. Psychol., Statist. Sect.*, 1952, 5, 31-38.—When the hypothesis of equal test variances in the population is satisfied, the best sample estimate of the correlation is that obtained from an analysis of variance, whereas the coefficient obtained from the sample by the product-moment method is an overestimate. In a two-analysis with n arrays ($n > 2$), the components of the variance, obtained by an analysis of variance, provided estimates of the reliability coefficients for different values of n . A short method of obtaining the mean product-moment inter-correlation is described. The use of variance components is further extended to the more complex case of three-way analysis; and various coefficients

of reliability are obtained, under stated conditions, from a table of analysis of variance.—G. C. Carter.

6657. Renshaw, T. (Trinity Coll., Dublin.) **Factor rotation by the method of extended vectors.** *Brit. J. Psychol., Statist. Sect.*, 1952, 5, 7-19.—The oblique factorial solution presented by Dr. Sutherland is criticized on the ground that rotations indicated by the configuration of test points were not adequately completed. A re-analysis of Sutherland's data was undertaken. The revised solution yields 5 oblique primary factors, 4 of which correspond to the oblique verbal, number, spatial, and reasoning factors isolated by Sutherland. The fifth resembles Thurstone's "Inductive" factor. Two second-order factors, which may be interpreted as "g" and "schooling," appear sufficient to account for the inter-correlations between the primary factors. That fewer second-order factors were isolated than in Sutherland's analysis does not, in the opinion of the writer, conflict with Thomson's views concerning the complexity of the factors so obtained.—G. C. Carter.

6658. Rosander, A. C. **Elementary principles of statistics.** New York: D. Van Nostrand, 1951. x, 693 p. \$6.00.—This text is designed as an introduction to the science of statistics. Its basic principle is "the concept of probability based on the frequency distribution and employed for purposes of estimation and inference. . . ." The 5 parts include 2 chapters on basic concepts, 12 on distribution of measurements (frequency distributions and sampling), 9 on distribution of estimates, and 13 on distribution of test statistics (statistical inference, probability distribution, t , χ^2 , and z distributions, variance analysis.) 7 tables. 66-item bibliography.—C. M. Louttit.

6659. Thurstone, L. L. (U. Chicago, Ill.) **L'analyse factorielle méthode scientifique.** (Factorial analysis as a scientific method.) *Année psychol.*, 1951, 50, 61-75.—The most important step in factorial analysis is the interpretation of the primary factors that can be identified. When a factor is well understood its presence or absence can be predicted with some certainty in a new test which has not yet been studied factorially. The acceptance of such results rests on the experimental verification of a prediction bearing on the composition of new tests. The author recommends this as a fruitful field for future research by psychologists, mathematicians, and neurologists.—G. E. Bird.

6660. Walker, Helen M. (Columbia U., New York.) **Mathematics essential for elementary statistics: a self-teaching manual.** Rev. ed. New York: Holt, 1951. xiii, 382 p. \$3.00.—The revised edition of this book is very specifically designed as a self-teaching text in algebra and some arithmetic for those whose preparation in elementary mathematics is not sufficient for the needs of elementary statistics. Each chapter has an initial test for the student to determine his knowledge of the content of that chapter, and a final test to indicate achievement following study of the material.—C. M. Louttit.

(See also abstract 6953)

REFERENCE WORKS

6661. Bromsen, Maury A. (Ed.) (*Pan American Union, Washington, D. C.*) **Revista interamericana de bibliografía; Review of inter-American bibliography.** Washington, D. C.: Organization of American States, Department of Cultural Affairs, Pan American Union. Vol. 1, No. 1, January-March 1951. Quarterly. \$3.00 per year; single issue, 75¢.—The stated purpose of this journal is to publish "timely and accurate information about new publications, authors and libraries of a Latin American or inter-American character. It employs the four official languages of the Organization of American States: Spanish, English, Portuguese and French." The 22 headings under which recent books and articles are listed include education, psychology and sociology. Abbreviation: *Rev. interamer. bibl.*

6662. Brummer, F. (Chm. Editorial Board) (*New Standard Bank Chambers, Pretoria.*) **Journal for social research; Tydskrif vir Maatskaplike navorsing.** Pretoria, South Africa: National Council for Social Research, Department of Education, Arts and Science, New Standard Bank Chambers. Vol. 1, No. 1, July 1950. Bi-annual. 10s per year; single issue, 5s.—The primary object of this journal is "to stimulate social research by publishing the results of research work in the various fields of the humanities, including psychology, sociology, social economics, social anthropology, commerce, education, physical education, geography, ethnology, philology, law, history and related subjects." Published in either official language, English or Afrikaans, with a summary in the other official language. Published in June and December. Abbreviation: *J. soc. Res., Pretoria.*

6663. Denonn, Lester E. (Ed.) **Bertrand Russell's dictionary of mind, matter and morals.** New York: Philosophical Library, 1952. xiv, 290 p. \$5.00.—More than 1,000 definitions and opinions alphabetically arranged from 100 of Lord Russell's writings in the fields of politics, ethics, philosophy of science, epistemology, religion, mathematical philosophy, logic, and history of philosophy. A chronological list of works from which selections are taken is appended.—A. J. Sprow.

6664. Hodges, Margaret B., Ed. **Social work yearbook 1951.** New York: American Association of Social Workers, 1951. 696 p. \$5.00.—The 11th issue of this reference book includes 73 encyclopedic articles on topics in the area of social work broadly defined. It also includes a directory with descriptions of international, national and Canadian social agencies and associations. 6-page bibliography of journals.—C. M. Louttit.

HISTORY & BIOGRAPHY

6665. ———. Georges Heuyer. *Criança portuguesa*, 1950-51, 10, 19.—Portrait.

6666. Bauer, Raymond A. **The new man in Soviet psychology.** Cambridge, Mass.: Harvard University Press, 1952. xxiii, 229 p. \$4.00.—Dur-

ing the first decade following the October revolution, psychology in Soviet Russia was objective and mechanistic. Between 1928 and 1936 views were changing as there was change in the social conditions. Consciousness was reintroduced and there was emphasis on personal responsibility. A decree of July 1936 limited the role of the psychologists in schools, in testing, and in industrial psychology; emphasized purpose and consciousness; and emphasized training at the expense of environmental influence. The author traces the shifts in the history of psychology in Soviet Russia and shows their relations to changes in the Party ideology. Until the resurgence of Pavlovianism in 1950, psychology and physiology were strictly separated.—C. M. Louttit.

6667. E.G.C. George Udney Yule. *Brit. J. Psychol.*, 1952, 43, 1.—Obituary.

6668. Ferguson, Leonard W. A look across the years 1920 to 1950. In *Thurstone, L. L., Applications of Psychology*. (see 26: 7270) 1-17.—The far reaching effects of the early work done in applied psychology by Walter Bingham and the Carnegie group are discussed in considerable detail. The development of programs in employee selection, employee evaluation, employee and supervisory training, job analysis, standards of classification, and employee motivation in insurance companies are discussed.—G. C. Carter.

6669. Fessard, A. Henri Piéron. *Année psychol.*, 1951, 50, vii-xiii.—This biography is the initial article of a jubilee volume written by Piéron's followers and colleagues, in honor of the distinguished psychologist who for 38 years has been the director of *L'Année Psychologique*. Born in Paris, July 18, 1881, he studied and taught at the Sorbonne and the Collège de France. A list of courses given by Piéron at the Collège de France along with a bibliography of 22 of his 500 published articles is appended. Portrait.—G. E. Bird.

6670. Honigsheim, Paul. (Lewis and Clark Coll., Portland, Ore.) *Max Weber im amerikanischen Geistesleben*. (Max Weber's influence on American intellectual life.) *Kölner Z. Sociol.*, 1950/51, 3, 408-419.—To understand Max Weber's influence on such a wide range of intellectual studies, one has to be aware of the close connection between the theological, philosophical, economical, sociological and law schools of German universities. The article gives a survey of Weber's ideas in these fields and discusses the reasons for which they were accepted or rejected by American scientists.—M. Haas.

6671. Mattai, G. Il radicalismo antipersonalista di T. Hobbes. (The anti-personalistic radicalism of T. Hobbes.) *Salesianum*, 1951, 13, 497-509.—This article is written on the occasion of the third centennial of the publication of *Leviathan* and the English edition of *De Cive*. According to Hobbes "the fear of death and wounds . . . is the most radical instinct of man; terror is the origin of religion and of civil life." The natural law for Hobbes is supplanted by the positive law which "far from being a con-

cession to personalism, opens the way for the most rigorous absolutism." "The true Leviathan who gives origin to the state of Hobbes is fear . . . the basis of civility is in the very act in which man becomes person in order to depersonalize itself in the sovereign." Bibliographical footnotes.—A. Manoil.

6672. Mayer, William. Robert Gaupp. *Amer. J. Psychiat.*, 1952, 108, 724-725.—A biographical sketch of an important German psychiatrist upon the recent observation of his eightieth birthday.—N. H. Pronko.

6673. von Helmholtz, H. Description of an ophthalmoscope for examining the retina in the living eye. *A.M.A. Arch. Ophthalmol.*, Chicago, 1951, 46, 565-583.—A translation (by R. W. Hellenherst) from the original German of Helmholtz describing the theory and design of the ophthalmoscope.—S. Renshaw.

(See also abstracts 6734, 6963)

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

6674. Andriola, Joseph. Psychologists' ignorance of social work. *Amer. Psychologist*, 1951, 6, 690.—A growth in the interchange of information between social workers and psychologists is needed. The 100,000 social workers in America offer many services including psychological services. For example, "family agencies are counseling centers for families presenting a variety of personal and familial problems."—R. Mathias.

6675. Baller, Warren R. (U. Nebraska, Lincoln.) Current practices and innovations in the teaching of educational psychology. 1) The teaching of educational psychology: Current practices and effective innovations in introductory courses. *J. educ. Psychol.*, 1952, 43, 3-8.—The two-semester introductory course at the University of Nebraska eliminates the need for prerequisite courses in general, child and adolescent psychology by including this material in its content. Each student studies an individual child and presents his report for discussion by a panel of his classmates. A special section for students of superior ability provides opportunities for wide reading and advanced work. Three senior staff members and five graduate students who serve as part time instructors cooperate in teaching the course.—E. B. Mallory.

6676. Bennett, Chester C. (Boston U., Sch. Med., Boston, Mass.) Training of clinical psychologists. Round Table, 1951. Some growing pains in clinical psychology. *Amer. J. Orthopsychiat.*, 1952, 22, 153-161.—A careful scrutiny of the issues, implicit as well as apparent, in current training practices may facilitate a more planful, less pragmatic, professional development for clinical psychology. Some of the issues are the compatibility of the goals of service and those of scholarship, including problems relating to standards of research, cost of training, the time schedule of training, amount of supervision, divided loyalties.—R. E. Perl.

6677. Bois, J. S. A. The worship of P: an open letter to a brother psychologist. *Etc. Rev. gen. Semant.*, 1951, 8, 129-131.—Psychologists have something in common, which they call psychology. "When we take ourselves in earnest, we call it Psychology, with a capital P." Certain psychologists have created a cult of P, with themselves as high-priests. "I wonder if the scaring increase of maladjustments that we broadcast so complacently is not due in part to our ostentatious worship of P, the goddess who ensnares its worshippers into neurosis? You remember the Great Charcot and the *grand mal* he unconsciously and unwillingly suggested to his all too 'predictable' patients?"—M. J. Maloney.

6678. Burnett, Collins W. (Ohio State U., Columbus, O.) Students' reactions to general psychology course. *Calif. J. educ. Res.*, 1952, 3, 25-30.—Of 600 nine-item questionnaires administered to sophomores at Fresno (Cal.) State Teachers College during 1947-1949, a random sample of 300 replies was analyzed. Only 7% of those queried had attended high schools where psychology as such was taught. Another 8% took a course not called psychology, but apparently meant to serve that purpose. Not over 8% had taken either course in high school. The college sophomores indicated that (1) they would have taken such a course had it been available, (2) they believed a "how to study" course most valuable for high school students and helpful at the college level, and (3) they like the college course.—T. E. Newland.

6679. Gardner, George E. (Judge Baker Guidance Center, Boston, Mass.) Training of clinical psychologists. Round Table, 1951. The development of the clinical attitude. *Amer. J. Orthopsychiat.*, 1952, 22, 162-169.—The clinical attitude in psychotherapy is maintained by the therapist at such times as he is able, in dealing with the individual case, to effect an optimal compromise between his own needs and the needs and demands of the patient whom he is treating. The clinical attitude is often abandoned by trainees in the establishment of a transference relationship, or in the exposure of nonrational motivations that maintain the patient's disability, or in the interpretation of the patterned material, or in the forwarding of effective changes in the patient's behavior. In other words, trainees often abandon the clinical attitude at any one of the four stages of psychotherapy. Skillful supervision will teach the student to become aware of and to avoid the abandonments of the clinical attitude.—R. E. Perl.

6680. Gluck, Samuel. A proposed code of ethics for counselors. *Occupations*, 1952, 30, 484-490.—The proposed or adopted codes of ethics of law, medicine, psychology, and social work were examined for items which appear to be pertinent for counselors. A total of 104 items were collected and revised to form a proposed code of ethics for counselors. The items are arranged in sections: in relation to himself; in relation to his professional activity; in relation to the client; in relation to the public;

and in relation to research and publication.—G. S. Speer.

6681. Hawley, Claude E., & Dexter, Lewis A. (U. S. Office of Education, Washington, D. C.) Some data for studying the supply of psychologists. *Amer. Psychologist*, 1951, 6, 688-689.—Three recent studies are cited which provide information in degrees awarded in psychology in the U. S. Among other observations an increase in the number of women who are recipients of doctoral degrees is noted. Problems in nomenclature, errors of omissions and the difficulty in evaluation of potential supply from the fields of sociology, anthropology and physiology lower the reliability of obtainable data.—R. Mathias.

6682. Holzberg, Jules D., Alessi, Salvatore L., & Wexler, Murray. (Connecticut State Hospital, Middletown.) Psychological case reporting at psychiatric staff conferences. *J. consult. Psychol.*, 1951, 15, 425-429.—"This paper has attempted to focus the need for clinical psychologists to receive training in the proper techniques of reporting at psychiatric staff conferences. Principles have been enumerated which are considered appropriate for the presentation of psychological reports. While it is not the authors' intention to submit these principles as the last word on the problem, it is hoped that they may stimulate thinking about the psychologist's role and function at the staff conference, based on a recognition of its importance in his daily professional life."—F. Costin.

6683. Horrocks, John E. (Ohio State U., Columbus.) Current practices and innovations in the teaching of educational psychology: 2) An approach to teaching educational psychology. *J. educ. Psychol.*, 1952, 43, 9-15.—At the Ohio State University, the course in introductory psychology is planned so that in addition to class work in a larger group, "committees" of six students each are permitted to carry out special projects. Students, as well as the instructor, rate and grade each project report. Numerous advantages have been found in this method of organization.—E. B. Mallory.

6684. McCollom, Ivan N. (San Diego (Calif.) State Coll.) Licensing psychologists in San Diego. *Amer. Psychologist*, 1951, 6, 553-555.—In the absence of state legislation local action by the City of San Diego has remedied an undesirable situation in regard to the practice of psychological services ranging from vocational guidance to the treatment of sexual problems. A commission of five appointed by the mayor established standards for licensing of psychologists which included (1) two years of graduate study in psychology or a related field, and (2) two years of acceptable experience under supervision. The commercial practice of psychology by unauthorized persons within the city appears to have been abolished.—R. Mathias.

6685. Mathews, W. Mason, & Wineman, David. (Merrill-Palmer School, Detroit, Mich.) Training of clinical psychologists. Round Table, 1951. The psychologist and his clinical role. *Amer. J. Orthopsychiat.*, 1952, 22, 170-175.—Training at the

Merrill-Palmer School is based on a fusion of the more traditional psychological training program with a consciously felt sensitivity for case material and clinical process. Interdisciplinary orientation is carried out on both the action and the academic levels. Opportunity for observation of normal as well as deviate behavior is emphasized. The supervisory process is seen as nuclear in the implementation of this type of training program.—*R. E. Perl.*

6686. Murphy, Lois Barclay. (*Sarah Lawrence Coll., Bronxville, N. Y.*) Current practices and innovations in the teaching of educational psychology: 3) Teaching procedures in educational psychology. *J. educ. Psychol.*, 1952, 43, 16-22.—In the course described, an effort is made, during the first few weeks, to discover the experience, attitudes and knowledge of the subject which the students already possess. This is done through class discussions and autobiographies written by the students. Guided observation follows, with a consideration of problems of development, theories of learning, the significance of individual differences and possible ways of helping children with special school difficulties.—*E. B. Mallory.*

6687. Rivlin, Harry N. (*Queens Coll., Flushing, L. I., N. Y.*) Current practices and innovations in the teaching of educational psychology: 4) The teaching of educational psychology. *J. educ. Psychol.*, 1952, 43, 23-30.—An important part of the course in educational psychology at Queens College is the study which each student makes of a particular child. His report on this covers the child's factual background, direct observations made under a variety of conditions, tests, evaluations and recommendations. The class discussions of such studies afford further opportunities of insight. Those students who are headed for secondary school teaching are encouraged to participate actively in field work with community youth groups. The course in educational psychology is intimately correlated with the parallel course in methods of teaching.—*E. B. Mallory.*

6688. Watson, Robert I. (*Washington U., St. Louis, Mo.*) Training of clinical psychologists. Round Table, 1951. Training in clinical psychology from the perspective of the internship. *Amer. J. Orthopsychiat.*, 1952, 22, 140-152.—An internship in psychology is part of a larger training experience by which a student is guided toward professional thinking and practice; it is a setting in which clinical skills and professional responsibility may be developed. The internship procedure at Washington University Medical School is described in some detail. Some of the problems involved in cultivating mutual understanding between academic centers and training center are pointed out and the formation of an organization of internship centers is suggested.—*R. E. Perl.*

6689. Wyatt, Frederick. (*Clark U., Worcester, Mass.*) Training of clinical psychologists. Round Table, 1951. Problems of training in clinical psychology. *Amer. J. Orthopsychiat.*, 1952, 22, 138-139.

—Training programs in clinical psychology are inchoate not only because of their newness but because clinical psychology is influenced by institutions of our culture and events in our society. As psychologists and as clinicians we are the somewhat weighted-down heirs both of an unparalleled development of new insight, and of tremendous social needs in which to use it.—*R. E. Perl.*

(See also abstracts 6897, 6983)

FILMS

6690. Demonstrations in perception. (U. S. Naval Photographic Center.) 16 mm. motion picture film, black and white, sound, 1951, approx. 800 ft., 25 min. Available through Department of the Navy, Bureau of Medicine and Surgery, Washington 25, D. C.—A series of demonstrations in perception made by the Institute for Associated Research, Hanover Division, Hanover, N. H., are clearly presented. Various film sequences show "the three Chairs" perception, the size-brightness apparatus (the balloons demonstration), the overlay table (the variable position and interposition demonstration), the stationary and rotating trapezoid demonstration, and the distorted room.—*A. Manoil.*

6691. Effects of direct interrupted electroshock on experimental neuroses. (Masserman, J. H., Pechtel, C., Arief, A., Klehr, H., and Green, S.) 16 mm. motion picture film, black and white, silent, 1950, approx. 400 ft., 19 min. Available through Psychological Cinema Register, The Pennsylvania State College, State College, Pa. \$38.50.—This film supplements the series, "Dynamics of an experimental neurosis," and especially "Effects of electroshock therapy on experimental neuroses." Animals (normal and "neurotic") subjected to direct square-wave (Leduc) EST show disintegration of complex adaptive behavior. The disintegration however is less accented with Leduc than with 60-cycles electroshock. The film could be supplemented with the article having the same title (see 25: 3329).—*A. Manoil.*

6692. A study of twins: part IV. (Behrens, H. D.) 16 mm. motion picture film, black and white, silent, approx. 450 ft., 19 min., 1951. Available through Psychological Cinema Register, Pennsylvania State College, State College, Pa. \$37.00.—This is the fourth film in the series "A Study of Twins"; it shows various aspects of twins behavior at 3, 4, and 5 years of age. General development and individual differences are illustrated through the manikin test, the mare and foal test, the use of paper and pencil, swimming, ball playing, jungle gym performance, and other similar activities. Improvement in muscular coordination, increased cooperative play, a widening range of activities, and the beginnings of self-sufficiency are well illustrated.—*A. Manoil.*

6693. Vision with spatial inversion. (Pronko, N. H. and Snyder, F. W.) 16 mm. motion picture film, black and white, silent, 1951, 400 ft., 18 min., available through Psychological Cinema Register, The

Penn. State College, \$37.00.—The effects of vision with spatial inversion are clearly demonstrated. Various film sequences show the general behavior and performance of the subject in such activities as walking, sorting cards, writing, reading, eating under normal conditions, with inverting glasses, and after the experiment. The process of adjustment to spatial inversion as well as the readjustment after the experiment is clearly demonstrated.—A. Manoil.

6694. **Vocalization and speech in chimpanzees.** (Hayes, K. J. and Hayes, C.) 16 mm. motion picture film, black and white, sound, 1950, approx. 400 ft., 12 min. Available through Psychological Cinema Register, The Pennsylvania State College, State College, Pa. \$50.00.—Characteristic aspects of vocalization in a chimpanzee female, as well as training details are clearly shown. Vocal responses to emotional and verbal stimulation such as anticipation of food, tickling, or spoken words are demonstrated. Vocal responses are conditioned, and the animal is able to whisper such words as "mama," "papa," and "cup," with semblance of meaning.—A. Manoil.

PHYSIOLOGICAL PSYCHOLOGY

6695. **Copelman, Louis S.** (*Faculté de Médecine de Bucarest.*) **L'utilité de phénomène psycho-galvanique.** (The use of psycho-galvanic phenomena.) *Année psychol.*, 1951, 51, 53-60.—The psycho-galvanic reflex reveals objectively changes in the threshold of tactual excitation in the different kinds of sensory perception. The reflex has three phases: a centripetal path, a central phase and a centrifugal phase which constitutes the efferent influence of the phenomena on the electric conditions at the point of contact between the palms and the electrodes. After 15 years, experience it has been found that this method is a promising procedure for exploring the nervous system.—G. E. Bird.

6696. **Cranston, Robert E, Zubin, Joseph, & Landis, Carney.** (*Psychiat. Inst., Columbia U., New York.*) **The effect of small doses of thonzylamine, dexedrine, and phenobarbital on test performance and self-ratings of subjective states.** *J. Psychol.*, 1952, 33, 209-215.—This follows a previous study (26: 651), and tests the effects of ingestion of small doses of the three drugs named above on five psychological test performances (cancellation, tapping speed, choice speed, continuous problem, and critical flicker fusion) and on four self-ratings of feeling states. A placebo of lactose was used as a reference point. No significant differences were obtained; and it is suggested that individual differences in susceptibility were greater than systematic drug effects, and that practice caused day by day improvement which obscured possible effects. Greater doses are probably called for.—R. W. Husband.

6697. **Fessard, A., & Tournay, A.** **Quelques données et réflexions sur le phénomène de la post-contraction involontaire.** (Some data and reflections on the phenomenon of the involuntary after-con-

traction.) *Année psychol.*, 1951, 50, 217-235.—The author, after presenting many theories, concludes that voluntary contraction and involuntary after-contraction are controlled by motor impulses of the same nature and origin. If certain states of facilitation are realized in the motor centres, slight motor impulsion escaping at the moment can arouse in those centres a state of excitation which surpasses the normal possibilities of the compulsion. It appears that the post-contraction which is involuntary, but not reflex, could arise from this fleeting disharmony between the perceptive mechanism and the generating mechanism of voluntary effort.—G. E. Bird.

6698. **Fink, John B., & Davis, R. C.** (*Indiana U., Bloomington.*) **Generalization of a muscle action potential response to tonal duration.** *J. exp. Psychol.*, 1951, 42, 403-408.—Electromyograms were recorded from the arm of the subject pressing a key in response to the end of a variable duration tone of constant frequency. 5 groups of 5 subjects each received training on the same tone and differed in that they were required to discriminate it from only one of 4 longer tones used in test series. As stimulus duration increased a stimulus response gradient was found to accompany nonovert muscular as well as occasional overt responses. Overt and nonovert responses formed a unimodal distribution. In support of continuity theory an analysis of the action potential responses of the shortest duration group led to the prediction of the percent of observed pressings in the other four groups.—M. J. Wayner, Jr.

6699. **Goldschmidt, Richard B.** (*U. California, Berkeley.*) **Understanding heredity; an introduction to genetics.** New York: John Wiley & Sons, Inc., 1952. ix, 228 p. \$3.75.—This book is a short and easily readable survey of the basic facts of genetics which will enable the nonbiologist to grasp with little effort the essentials of that science. The material is organized under the following chapter headings: Hereditary and non-hereditary traits; Sex cells and fertilization; Elementary Mendelism; More on elementary Mendelism; Chromosomes and Mendelism; Linkage, Mutation, Sex chromosomes and sex-linked inheritance; Collaboration of genes; Summative or multiple factors; Multiple alleles; and A glimpse of more technical facts and problems of genetics. Problems, books for further study and a glossary are included.—M. J. Wayner, Jr.

6700. **Hill, A. V.** (*Univ. Coll., London.*) **The physical analysis of events in muscular contraction.** *Rev. canad. Biol.*, 1951, 10, 103-118.—For the Sharpey-Schafer Memorial Lecture of 1951 the application of mechanical, thermal, and other physical effects to the study of muscular contraction are described. Generalizations, e. g., "when a muscle shortens it gives out extra heat directly proportional to the amount of shortening completed, . . . the fact that work is performed makes no difference at all to the heat, . . . (and) the heat of activation appears to be independent of everything except that the muscle has been stimulated." The results of the

application of these techniques are presented.—*G. L. Grace.*

6701. Kjenaas, Nancy K., & Brožek, Josef. Personality in experimental semistarvation. *Psychosom. Med.*, 1952, 14, 115-128.—A group Rorschach was administered to 32 males during a control period, after 24 weeks of semistarvation, and after 12 weeks of rehabilitation. Preliminary clinical evaluation of the records failed to show any personality deterioration. The general configuration of Rorschach profiles did not change. An analysis of the Rorschach responses and efforts at predicting resistance to starvation stress are presented.—*J. W. Bowles.*

6702. Lacey, John I., & Van Lehn, Ruth. Differential emphasis in somatic response to stress. *Psychosom. Med.*, 1952, 14, 71-81.—"The responses, to a modified cold pressor test, of blood pressure, heart rate, heart rate variability, and palmar conductance were measured in a groups of boys and girls varying in age from 6 to 18 years. Each individual responded with a hierarchy of response. On one measure the subject might appear markedly hyporeactive, on another markedly hyperreactive. The hierarchy of response was fairly reproducible upon immediate retesting. Some methodologic and theoretic implications of these findings for psychosomatic medicine were developed."—*J. W. Bowles.*

6703. Mitchell, H. H., & Edman, Marjorie. Nutrition and climatic stress with particular reference to man. Springfield, Ill.: C. C. Thomas, 1951. xii, 234 p. \$6.75.—This survey of literature (references on pp. 175-234) deals with cold and hot environments, and high altitude. Background information on physiological effects of climatic factors is followed by a discussion of the effects of the particular climatic stress on dietary requirements and of the effects of dietary modifications on tolerance to climatic stress. The favorable effects of sugar in combating the impairments of vision induced by anoxia are considered particularly noteworthy. An important way in which climate may affect nutrient requirements is through alteration in the level of voluntary activity.—*J. Brožek.*

(See also abstract 6849)

NERVOUS SYSTEM

6704. Bremer, Frédéric. (U. Brussels, Belgium.) Les réactions auditives de l'écorce cérébrale. (Auditory reactions of the cerebral cortex.) *Année psychol.*, 1951, 50, 115-128.—For several years experimental research has been carried on in the auditory area of the cat. The cortical sensory fields have been studied as reflex centres where the laws of excitation can be determined. The oscillographic investigation of the reactions of the para-auditory area represents an attempt at elucidation of electro physiological mechanisms which are at the foundation of perceptual integration. It is, therefore, impossible at this stage of research to foresee what will be the

psycho-physiological implication of results.—*G. E. Bird.*

6705. Edds, Mac V., Jr. (Brown U., Providence, R. I.) Experiments on partially deneurotized nerves. I. Absence of branching of residual fibers. *J. exp. Zool.*, 1949, 111, 211-226.—Partial deneurotization of the sciatic, pudendal, or long thoracic nerves in the rat was produced by surgical interruption of contributory branches from spinal nerves L4, L6 or C6, respectively. In all, 9 sciatic, 17 pudendal, and 28 long thoracic nerves were partially deneurotized and compared with contralateral controls at post-operative intervals of 7 to 366 days. Residual medullated axones of the deneurotized nerves were found, in their extramuscular course, neither to "develop collateral sprouts nor break down spontaneously and regenerate with branching." The results are interpreted to "rule out intraneural fiber branching as a factor in the spontaneous recovery of partially denervated muscles. . . ."—*A. B. Shaklee.*

6706. Edds, Mac V., Jr. (Brown U., Providence, R. I.) Experiments on partially deneurotized nerves. II. Hypertrophy of residual fibers. *J. exp. Zool.*, 1949, 112, 29-47.—"The size of nerve fibers which have been overloaded by experimentally augmenting their peripheral connections (partially deneurotized long thoracic nerves of the rat), has been compared with that of contralateral normal fibers. . . . After post operative intervals of 5 to 30 weeks, the fiber size spectra show a small [statistically significant] shift of the experimental fibers into larger size classes. . . . These observations provide further evidence that peripheral tissues exert a direct influence on the nerve cells which supply them."—*A. B. Shaklee.*

6707. Gastaut, Henri. (Faculté de Médecine de Marseille.) L'activité électrique cérébrale au relation avec les grands problèmes psychologiques. (Electric cerebral activity in relation to important psychological problems.) *Année psychol.*, 1951, 51, 63-88.—The electroencephalograph registers the electric activity of the human brain. The fluctuations of cerebral sensitivity show the different activities which have to do with the reception as well as the emission or the transformation of all nerve messages. States of waking or sleep, attention or indifference, consciousness or coma, youth or maturity all have electric cerebral activity, more or less characteristic.—*G. E. Bird.*

6708. Nachmansohn, David. (Ed.) Nerve impulse; transactions of the Second Conference, March 1-2, 1951, New York, N. Y. New York: Josiah Macy, Jr. Foundation, 1951. 204 p. \$3.50.—Investigators representing many fields were brought together "to exchange ideas, experiences, data, and methods" about nerve impulse. The following topics were discussed: Ionic problems, Henry B. Steinbach; Excitability, George H. Bishop; Central excitation and inhibition, Chandler McC. Brooks and Michelangelo G. F. Fuortes; Anesthetizing action, Frank Brink, Jr.; Metabolism, J. Folch-Pi.—*M. J. Wayner, Jr.*

6709. Negri, Vittore. (Istituti Psichiatrici Provinciali di Milano in Mombello, Italy.) La sequela biologica di attivazione convulsiva dei centri corticali motori. (The biologic sequela of convulsive activation of cortical motor centers.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 512-530.—The problem of the propagation of convulsive activity in the motor cortex of humans is presented in detail. Stimulations of the motor areas, as they approach the convulsive threshold, give place to a convulsive process which could be limited to a part of the motor areas. Centers of cephalic motility constitute the true physiological focus of the convulsive activity. Convulsive activity tends to originate first in the centers of cephalic motility and successively irradiates in homolateral and contralateral directions.—A. Manoil.

6710. O'Leary, James L. Ageing in the nervous system. In Lansing, A. I., *Cowdry's problems of ageing*, (see 26: 6898), 223-238.—Generalized atrophy of the cerebrum, increased size of the lateral ventricles and thickening of the meninges may be observed on gross examination of the senile brain. Histologically, there are complex alterations in the nerve cells, a loss of cortical neurones, and changes in the intercellular matrix. Cerebral metabolism may be disturbed due to changes in substrate supply (hypoglycemia), intracellular enzymatic activity, and oxygen availability. The EEG shows a slowing down of the basic resting frequency. Marked changes take place in the neuromuscular system and in special senses. Psychiatric aspects of ageing are considered briefly. 42 references.—J. Brožek.

6711. Popov, N. A. Etudes électroencephalographiques du problème des réflexes conditionnés. (Electroencephalographic studies of the problem of conditioned reflexes.) *Année psychol.*, 1951, 51, 121-136.—Encephalographic studies of animals and humans produce certain psycho-physical correlations. The elementary nature of certain electric phenomena, however, is not known. The author presents many experiments with rabbits, illustrated by electroencephalic charts, from which inferences are drawn and analogies suggested.—G. E. Bird.

(See also abstracts 6730, 6761, 6764, 6857, 7172)

RECEPTIVE AND PERCEPTUAL PROCESSES

6712. Adrian, A. D. (Cambridge U., Eng.) Olfactory discrimination. *Année psychol.*, 1951, 50, 107-113.—There are large-scale differences in the spatial and temporal patterns of excitation produced by different smells. The olfactory organ has a larger sensitive surface than that of the eye. Also the complex structure ensures that the stimulus shall not be the same in every part. The more complex the organ the greater the variety of olfactory patterns. Probably the brain can learn to discriminate these patterns as it discriminates those that are formed by sounds on the basilar membrane of the ear, and by visual stimuli on the retina.—G. E. Bird.

6713. Bujas, Zoran. (U. Zagreb, Yugoslavia.) Quelques données sur le goût électrique. (Some data on electric taste.) *Année psychol.*, 1951, 50, 159-168.—The gustatory sensation may be aroused by an electric current. Results of this experiment are treated under the following heads: influence of intermittent electrical stimulus on gustatory sensitivity, apparent persistence of electrical taste, and the action of pantocaine on the sensitivity of electric taste.—G. E. Bird.

6714. Bullock, Theodore H., & Cowles, Raymond B. (U. California, Los Angeles.) Physiology of an infrared receptor: the facial pit of Pit Vipers. *Science*, 1952, 115, 541-543.—By recording activity from its afferent nerves, an exploration was made of the functioning of the sense organ in the facial pit of several species of *Crotalus*. Procedures, and the effects of a variety of stimuli on nerve activity, are described. The organ appears most sensitive to radiant heat. "The neutral point is independent of body temperature and depends on the average radiation from all objects in the receptive field. Cold objects (relative to the field) depress nerve activity even if they are warmer than the body." Preliminary data on the spectral sensitivity curve of the sense organ are given. Possible interpretations of the phenomena are critically considered.—B. R. Fisher.

6715. Galifret, Yves, & Piéron, Henri. Vitesse de réaction et intensité de sensation. Données expérimentales sur le problème d'une courbe sigmoïde des vitesses. (Speed of reaction and intensity of sensation. Experimental data on the problem of a sigmoid curve of speed.) *Année psychol.*, 1951, 51, 1-16.—Recently, among the psycho-physical methods for determining differential thresholds, the measure of difference in reaction-time has been introduced, which in this experiment was measured in the eye by means of a Hipp chronoscope. Tables and curves show results. It was found that speed of reaction to very brief punctiform stimulations of the peripheral retina increased initially in describing a sigmoid curve. As soon as the stimulations were all successful, the curve of speed became parabolic.—G. E. Bird.

6716. Jones, Margaret Hubbard, & Jones, F. Nowell. (U. California, Los Angeles.) The critical frequency of taste. *Science*, 1952, 115, 355-356.—Brief description of methodology and results in two attempts to duplicate the 1925 gustation study by Allen & Weinberg, "which presents rather unequivocal evidence for four taste systems and their relative sensitivities, based upon the fusion frequency of electrical stimuli applied to the tongue." The results of the original investigators were not duplicated: "For all subjects . . . sour was fused at all frequencies."—B. R. Fisher.

6717. Leriche, René. Orientation actuelle du problème de la douleur. (Present orientation of the problem of pain.) *J. Psychol. norm. path.*, 1951, 44, 497-509.—Experimentally induced pain is not always found in actual situations. Many theories of

pain which can be proven experimentally are not borne out by actual happenings. The physiological and philosophical aspects of pain are discussed. It is necessary to analyze the "material conditions of pain" and the physio-pathological conditions of painful sensations.—G. Besnard.

6718. Rey, André. Contribution à l'étude des perceptions tactiles complexes. (Contribution to the study of complex tactual perceptions.) *Année psychol.*, 1951, 50, 345-357.—Two mechanical stimuli of different intensity were simultaneously applied to the skin. Subjects were asked, among other things, to describe what they experienced, what was applied to the skin, and what comparison could be made, from the point of view of intensity, of successive applications of an isolated stimulus and of two stimuli. Nine forms of response were recorded. The author concludes that incurvation seems to be the clearest. This result corresponds to former findings.—G. E. Bird.

6719. Stracke, J. Untersuchungen über die Bedingtheit von Empfindungen bei Wahrnehmungen auf der Haut. (Investigations on the conditionality of feeling-sensation of the skin). *Nervenarzt*, 1948, 19, 431-433.—It stands to reason that there exists an "observable relationship between anatomic-anabolism and the acuity of perceptions. Due to the interaction of the individual when in contact with the outside world perceptual faculties become emphasized, while in such cases as personal sorrow perceptual ability diminishes or even becomes distorted. These dynamics may account for the functional change of the skin which explains the diminished awareness to contact. An interpretation is offered of why the new physiology needs to place greater emphasis upon emotional factors than has been the case in the past.—J. Deussen.

VISION

6720. Baker, C. H. The dependence of binocular fusion on timing of peripheral stimuli and on central process. 1. Symmetrical flicker. *Canad. J. Psychol.*, 1952, 6, 1-10.—Some of Sherrington's flicker experiments were repeated with some differences in results reported. It is concluded that "Binocular fusion involves, in part at least, some central process which combines and integrates the neural processes arising from stimulation of corresponding retinal areas, so that the resultant sensation differs from that arising from either eye alone."—J. W. Bowles.

6721. Bartley, S. Howard, & Wilkinson, Frank. (Michigan State Coll., E. Lansing.) Brightness enhancement when entoptic stray light is held constant. *J. Psychol.*, 1952, 33, 301-305.—Previous papers have dealt with the obtained fact that intermittent light results in a higher level of brightness than continuous light of the same intensity. There are two targets, a steady and an intermittently illuminated surface, viewed simultaneously, the eyes being fixated upon a point midway between the two. The authors served as S's, and reported respectively that the steady field has to be 160 and 153 per cent as

intense as the intermittent in order to appear as bright; and when the stray light was allowed to vary with the intermittent stimulus the steady field has to be 207 and 200 per cent as intense. The result, the authors suggest, confirms a previously claimed neurophysiological theory to account for brightness enhancement.—R. W. Husband.

6722. Bock, R. H. A simple after image test—its diagnostic significance in clinical ophthalmology. *Amer. J. Ophthalm.*, 1952, 35, 537-543.—The use of an after-image test is suggested for use in diagnostic tests of optic nerve disease; changes from the normal were noted in cases presented.—D. Shaad.

6723. Boring, Edwin G. (Harvard U., Cambridge, Mass.) A color solid in four dimensions. *Année psychol.*, 1951, 50, 293-304.—The system of color qualities has three degrees of freedom. All possible colors can be related by ordering them in a tridimensional solid figure such as the Ebbinghaus pyramid, the Troland double cone, and the Wundt sphere. A warning is suggested against trying to quantify the pyramid. If colors are to be arranged psychologically without regard to their stimuli, the psychologist can use component analysis, but had better discard the solid color generated by cylindrical polar coordinates and stick to the basic formula: (Red green) + (yellow blue) + (white black) + gray = 1.—G. E. Bird.

6724. Bouman, M. A., ten Doerschate, J., & du Marchie Sarvaas, G. J. A modification of Goldmann's apparatus for the objective determination of the visual acuity. *Ophthalmologica*, 1951, 122, 368-374.—The essential modification consists of a new construction of the moving test-plate which contains a uniform background and a test object consisting of black dots alternating with illuminated holes. By varying the illumination of the holes it is possible to obtain equality between the average brightness of the background and the test-object in a much easier way than by means of the photographic method used by Goldmann. A calibration-curve is produced in which the distance between patient and test object is plotted as a function of visual acuity. French and German summaries.—S. Renshaw.

6725. Bouman, M. A., & Van den Brink, G. On night myopia. *Ophthalmologica*, 1952, 123, 100-113.—Night myopia for the left and right eye separately is studied with the aid of settings of a telescope using various test objects, brightnesses, pupil sizes, directions of fixation. Measurements of the visual acuity as a function of the ocular setting under variation of the parameters mentioned are included. It is proved that night myopia is partly due to spherical aberration. German and French summaries.—S. Renshaw.

6726. Brooke, Richard T. (Columbia U., New York.) The variation of critical fusion frequency with brightness at various retinal locations. *J. opt. Soc. Amer.*, 1951, 41, 1010-1016.—Critical fusion frequency (cff) is determined as a function of brightness in foveal and peripheral regions of the retina.

Each of the resulting curves for peripheral locations is composed of a high-brightness branch and a low-brightness branch suggestive of cone and rod functions respectively. On further analysis, however, it appears that the threshold for color perception is well up on the high branch of the curve. Furthermore, green and orange lights of equal brightness at the fovea yield different cff functions in the periphery even at high brightness levels. It is concluded that rods, along with cones, are active in the periphery at photopic levels of brightness.—*L. A. Riggs.*

6727. Burian, Hermann M., & Capobianco, Nancy M. Monocular diplopia (binocular triplopia) in concomitant strabismus. *A.M.A. Arch. Ophthalmol.*, 1952, 47, 23-30.—Theoretical discussion and case study. A possible neurophysiological explanation of anomalous correspondence and binocular triplopia.—*S. Renshaw.*

6728. Buytendijk, F. J. J., & Van Ratingen, J. M. R. La constance de la forme d'une ellipse. (The constancy of the form of an ellipse.) *Année psychol.*, 1951, 50, 371-377.—Psychologists agree that the phenomena of constancy depend on the manner in which the situation is apprehended. Constancy of form, then, is an existential function and becomes less pronounced when looking with one eye. Circular images of an ellipse show us that in favorable conditions one can see the gestalt just as pronounced as a circle as one can as an ellipse. The gradual transformation of a circle into an ellipse and vice versa is lost in repeating the transition from binocular to monocular vision.—*G. E. Bird.*

6729. Chamlin, M., & Davidoff, L. M. Choice of test objects in visual field studies. *Amer. J. Ophthalmol.*, 1952, 35, 381-393.—Criteria for minimal testing in various portions of the visual field, which may be independently involved in various types of pathology, are given with recommendations for the choice of testing materials for the common causes of interference with the ocular and intracranial visual pathways.—*D. Shaad.*

6730. Chang, Hsiang-Tung. (Yale U., New Haven, Conn.) Triple conducting pathway in the visual system and trichromatic vision. *Année psychol.*, 1951, 50, 135-144.—The pattern of the electrical response of the visual cortex to the stimulation of optic nerve or lateral geniculate body has been analyzed into three components representing the activity of three conducting pathways composed of three different-sized fibres. It is concluded that the nerve impulses for red are probably transmitted mainly by large-sized fibres, those for green by medium and large-sized fibres, and those for blue by small fibres.—*G. E. Bird.*

6731. Cibus, Paul A. (Randolph AFB, Texas.) Faulty depth perception caused by cyclotorsion. *A.M.A. Arch. Ophthalmol.*, 1952, 47, 31-42.—Study reports 60 of 100 subjects showed marked cyclotorsion resulting from changes in environmental conditions. About 30%-40% of subjects were unaffected. Oxygen restrictions and alcohol did not induce cyclotorsion in latter group.—*S. Renshaw.*

6732. Davidson, H. R. (General Aniline and Film Corp., Easton, Pa.) Calculations of color differences from visual sensitivity ellipsoids. *J. opt. Soc. Amer.*, 1951, 41, 1052-1056.—The distance between two colors is meaningful in relation to a visually uniform color space. In practice, some form of equation or graph may be used for the calculation of this distance without the necessity for transforming the usual chromaticity space into a visually uniform space. An equation of Godlove is particularly useful in this connection, especially for large color differences. A graphical method is more convenient in cases where differences are small and numerous determinations are required.—*L. A. Riggs.*

6733. Epstein, L. Ivan. (Bausch and Lomb Optical Co., Rochester, N. Y.) Space perception and vertical disparity. *J. opt. Soc. Amer.*, 1952, 42, 145.—A modification of the Hillebrand alley experiments is suggested to provide the vertical disparity cues which are present in normal space perception.—*L. A. Riggs.*

6734. Ferrero, Nino. Leonardo da Vinci: Of the Eye. *Amer. J. Ophthalmol.*, 1952, 35, 507-522.—An original new translation from Codex D. of da Vinci is presented.—*D. Shaad.*

6735. Fleischer, Ernst. Die physiologischen Grundlagen des Tiefensehens. (The physiological basis of depth-perception.) *Ophthalmologica*, 1951, 122, 172-186.—Depth-perception cannot be explained by any single principle; it has a double physiological foundation, i.e., according to the objective and the spatial phenomena. This second depends on disparate border-line stimuli. The first, on the immediate importance of the actual vision seen. These two factors can appear in conflict, which, however, does not usually occur when looking at the actual object, although it does occur in looking at pictures, i.e., in pseudoscopic pictures. In such cases the sideways disparation is lessened and the quality of the objective impression of the object gets the upper hand. Ordinarily, both forms of depth phenomena complement each other. English and French summaries.—*S. Renshaw.*

6736. Gemelli A., Colombi, C., & Schupfer, R. F. (Catholic U., Milan.) L'enregistrement électrique des mouvements oculogyres et ses applications. (Electric registering of oculogyric movements and their applications.) *Année psychol.*, 1951, 50, 185-199.—In registering, electrically, optical movements, and changing experimental conditions according to the case, a truly objective method is presented of measuring the effects of certain exciting drugs on visual functions.—*G. E. Bird.*

6737. Granit, Ragnar. (Karolinska Institute, Stockholm.) The antagonism between the on- and off- systems in the cat's retina. *Année psychol.*, 1951, 50, 129-134.—Single spikes isolated from the retina of decerebrate cats by the micro-electrode technique were studied at variable short exposures of illumination to find out whether on- and off- discharges overlap and mutually reinforce each other, or whether they are mutually exclusive in the sense

that the final common path only can deliver one at a time. The latter was found to be the case.—*G. E. Bird.*

6738. Grossfeld, Henry D. The origin of physiological space. *Ophthalmologica*, 1951, 122, 315-324.—The stimuli necessary for space vision are twofold: light quanta, and gravitation field energy. Both kinds of stimuli acting upon the receptors, and coming from an external world composed of two kinds of field energy, the electromagnetic field energy (light), and the gravitational field energy (physical space) are transformed into the sensation of visual space, which is also composed of two sensations of light sensation and of space sensation. Physiology of space, in establishing this relation between physical and visual space, gives the reason why in modern physics the field of gravitation is designated by the same word "space" as is visual space. French summary.—*S. Renshaw.*

6739. Halsey, Rita M., & Chapanis, A. (Johns Hopkins U., Baltimore, Md.) On the number of absolutely identifiable spectral hues. *J. Opt. Soc. Amer.*, 1951, 41, 1057-1058.—Some 10 or 12 different spectral hues are discriminable in an absolute sense; a normal observer may be trained to associate each of the hues with a particular number with an accuracy well above 90%. Attempts to use 15 or 17 hues were not so successful. It is concluded that color coding is most efficient where colors are identified without reference to conventional color names.—*L. A. Riggs.*

6740. Heinsius, E., & Grevsmühl, G. Untersuchungen über die Feststellung der einzelnen Formen von Farbenfehlsichtigkeit mit Hilfe des Farbfleckverfahrens nach Trendelenburg. (Experiments towards the determination of the different forms of chromatodysopia by means of the Trendelenburg's colored-spot method.) *Klin. Mbl. Augenheilk.*, 1950, 118, 269-282.—The opinion of Trendelenburg and von Ahlenstiel, that a differential diagnosis can be made by means of their color-spot technique could not be confirmed in this study. It is only possible with some degree of certainty to distinguish the dichromatics, but not the simple anomalous, from the normal tri-chromatic cases. Similarly it is not possible to separate the proto- from the deuterio-direction. The method requires considerable discernment as well as a highly developed color sense on the part of the subject.—*P. L. Krieger.*

6741. Henderson, John Woodworth, & Crosby, Elizabeth Caroline. (U. Michigan, Ann Arbor.) An experimental study of optokinetic responses. *A.M.A. Arch. Ophthalm.*, 1952, 47, 43-54.—Test of hypothesis that optokinetic responses which can be obtained from the occipital (area 18) and preoccipital (area 19) eye fields are under the regulatory control, or dominance of the frontal eye fields. Bilateral and unilateral ablation of areas 18 and 19 abolished response in monkeys. Intracortical connections of frontal and occipital and preoccipital considered. 24 references.—*S. Renshaw.*

6742. Hillemanns, M. (I) Das Problem der Augigkeit. (II) Erklärung des Rechtsdralles. ((I) The problem of eyedness. (II) Explanation of the right hand twist.) *Klin. Mbl. Augenheilk.*, 1950, 117, 69-80.—The largest per cent of the German population have binocular vision which is not equally distributed between the two eyes. The right eye outweighing the left with 60% as against the left with 25%. This preponderance is not congenital, but is developed during childhood, inasmuch as the early activities require focusing at a close distance. Eyedness is the result of exogenous peripheral influences upon the status of the eye and the interdependence to manual activities.—*P. L. Krieger.*

6743. Kanizsa, Gaetano. (Firenze U., Italy.) Fenomeni percettivi con stimolazione intermittente della retina. (Perceptive phenomena with intermittent retinal stimulation.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 549-554.—After a few critical considerations concerning subjective colors, the geometrization of images, and the researches made by A. Massucco Costa (see 15: 787), the results of an experimental research on apparent movement (dilation and contraction) are presented. The movement is perceived by rotating (at a pre-fusion speed) a disk having white and black zones; by changing the disposition of the white and black zones, or reversing the direction of rotation, the reverse movement is observed. The factor that determines the phenomenon is assumed to be the order of succession of the stimuli.—*A. Manoil.*

6744. Kilpatrick, F. P., & Ittelson, W. H. (Princeton U., N. J.) Three demonstrations involving the visual perception of movement. *J. exp. Psychol.*, 1951, 42, 394-402.—"Three demonstrations illustrating various phenomena involved in the visual perception of movement were described. . . . The first dealt with the role of continuous size change as an indication of continuous movement in the radial direction. The next . . . considered indications of radial movement in conjunction with indications of tangential movement, specifically as integrated in a perception of circular motion. The third . . . treated some aspects of the effect of perceptual conflicts in a situation involving objective tangential motion." Implications for perceptual theory are discussed.—*M. J. Wayner, Jr.*

6745. Kleitman, Nathaniel, & Schreider, Jonas E. (U. Chicago, Ill.) Diurnal variation in oculomotor performance. *Année psychol.*, 1951, 50, 202-215.—In 18 subjects kept awake for more than 24 hours on one or more occasions, there was a diurnal variation in oculomotor performance. The poorest performance was early in the morning with increased alertness later in the morning or in the afternoon. In lateral sweeps, templeward was faster than nasalward. When subjects were wide awake no effect was observed from Amphetamine. However, small amounts of alcohol often initiated the impairment of oculomotor performance occurring in drowsiness.—*G. E. Bird.*

6746. Krieger, Howard P., & Bender, Morris B. Dark adaptation in perimetrically blind fields. *A.M.A. Arch. Ophthalmol.*, 1951, 46, 625-636.—The dark-adaptation responses of 10 patients having visual field defects due to lesions of the optic pathways, were examined with Hecht's dark-adaptation technique. Scotomatous areas determined by means of routine perimetry, were found to be responsive to light under conditions of total darkness. The results show a general rise in the absolute threshold for these areas. The rod-cone transition failed to appear, while an increased fluctuation of the threshold was observed. The data indicate that the rate of dark adaptation is less than normal in these areas. These responses were found to approach normal as restitution of visual function took place.—S. Renshaw.

6747. Le Grand, Yves. (National Museum of Natural History, Paris.) Sur les notions de "remotum" et d'accommodation négative. (Concerning concepts of remotum and negative accommodation.) *Année psychol.*, 1951, 50, 179-184.—The ability of the human eye to modify its focal length, and place on the retina images of objects at different distances is a subject of controversy. The mechanism of this accommodation is uncertain. The concept of static, rigid remotum should be repudiated. It is not a state of repose but an equilibrium influenced by numerous factors. In certain subjects the remotum presents positive and negative accommodation.—G. E. Bird.

6748. Marg, Elwin. (U. California, Berkeley.) "Flashes" of clear vision and negative accommodation with reference to the Bates method of visual training. *Amer. J. Optom.*, 1952, 29, 167-184.—Retinoscopic checks indicate no change in accommodation during brief periods of increased acuity. Cortical factors are apparently responsible.—M. R. Stoll.

6749. Michaels, David D. Measurement and significance of visual thresholds. *Optom. Wkly.*, 1952, 43, 709-712.—A series of articles dealing with intensity visual thresholds is introduced with a discussion of the problem of receptor sensitivity and ocular absorption and an outline of the experimental procedure.—D. Shaad.

6750. Michotte, A., & De Clerk, J. (U. Louvain, Belgium.) Structures perceptives circulaires correspondant à des formes géométriques angulaires. (Circular perceptive structures corresponding to angular geometric forms.) *Année psychol.*, 1951, 50, 305-326.—A certain number of faintly luminous points arranged in the form of a star were projected successively on a screen in total darkness. The observers were asked to describe and design the form that they saw. When intervals between points were long and distances great the structure was angular. When reduction of distances and intervals was made, the type of organization was circular again, but for reasons different from those originally found in the structure with long intervals.—G. E. Bird.

6751. Middleton, W. E. K., & Mayo, Eleanor G. (National Research Council of Canada, Ottawa, Canada.) The appearance of colors in twilight. *J.*

opt. Soc. Amer., 1952, 42, 116-121.—Test stimuli consisted of 64 colors well distributed throughout the Munsell Value region 6.0 ± 0.5 . Each stimulus was a 2° square, centrally fixated with binocular vision. Six levels of luminance were used within the twilight or "mesopic" range. The effect of low luminance in this study is found to be nearly the same as that of small angular subtense as observed in previous investigations. At very low levels, all colors are seen as achromatic. Purple is the color first reported as the level is raised, and this report is given for stimuli covering the purple, red and orange regions in normal vision. It is concluded that color vision begins at a level corresponding to full moonlight. The alleged "blueness" of twilight vision was not encountered in this study. Instead, the tritanopia often attributed to a small region within the central fovea was found in the 2° test field when luminance was low.—L. A. Riggs.

6752. Moncrieff, M. M. The clairvoyant theory of perception; a new theory of vision. New York: Harper, 1952, 315 p. \$4.50.—Taking clairvoyance as the basic type of perception, ordinary perception by means of the sense-organs is regarded as a limited and specialized form of clairvoyance. An attempt is made to account in some measure for both compound and binocular vision in this way. Part I, the Introduction, deals with various aspects of extra-sensory perception. Part II attempts to demonstrate that ordinary vision is basically clairvoyant. Part III treats the problem of binocular vision, while Part IV deals with the problems of the inverted retinal image and of the compound vision of insects. Sections on the advantages and difficulties of the theory precede the six appendices which conclude the book.—L. N. Solomon.

6753. Nielsen, S. F. (Municipal Schools, Esbjerg, Denmark.) Group testing of school children by pure tone audiometry. *J. Speech Hearing Disorders*, 1952, 17, 4-7.—A group audiometer capable of testing 19 pupils was used with school children in Denmark. 5-frequencies from 256 to 4096 cp tests at the 45, 35, 25, 15, 5 and 0 db intensities could be tested. A total of 100 signals was delivered to each ear, with the children making a dot on the paper when a short sound was heard and a long line when a long sound was heard. Test rechecks between 1943 and 1945 showed that hearing losses are most common among younger pupils and that testing and follow-up treatment reduce the number and severity of hearing disorders in the upper grades.—M. F. Palmer.

6754. Ogle, Kenneth N. (Mayo Foundation, Rochester, Minn.) Space perception and vertical disparity. *J. opt. Soc. Amer.*, 1952, 42, 145-146.—The influence of vertical disparity on space perception becomes small when horizontal disparity is also present. The modification suggested by Dr. Epstein (see 26: 6733) for the Hillebrand alley experiment may not eliminate the problem to which he calls attention.—L. A. Riggs.

6755. Otero, José M. (Inst. Optics "Daza de Valdes," Madrid, Spain.) Influence of the state of

accommodation on the visual performance of the human eye. *J. opt. Soc. Amer.*, 1951, 41, 942-948.—In complete darkness the emmetropic eye accommodates not for infinity but for a distance of about 0.8 meter. Under dim illuminance there is a considerable amount of myopia, together with a diminished power of accommodation (presbyopia). Night myopia is not merely an expression of spherical or chromatic aberration; it is the direct result of conditions in the accommodative mechanism. Confirmation of this view is obtained by photographing the Purkinje images which indicate the curvatures of the anterior and posterior faces of the lens of the eye. The correction of accommodative difficulties at low illuminance levels may effect a 50% decrease in absolute threshold for the detection of small objects, and may also cause a definite improvement in acuity.—L. A. Riggs.

6756. Peckham, R. H. (Temple U., Sch. Med., Philadelphia, Pa.) Proposed method for predicting light adaptation. *J. opt. Soc. Amer.*, 1952, 42, 65.—Computations are made of the effectiveness of fluorescent lamps for inducing light adaptation of the retina, based upon emission characteristics of the lamps and data of Hulburt (see 26: 673) on light adaptation. The insertion of a Noviol A filter may be expected to reduce the light adapting efficiency from a relative value of 837 to 615, based entirely upon effects within the limits of 400 to 700 mμ. It is concluded that changes in dark adaptation attributed by Zigler, Wolf and King (see 25: 2229) to ultraviolet light may instead be due to visible light within highly effective regions of the spectrum.—L. A. Riggs.

6757. Pi-Suñer, Auguste. (U. Caracas, Venezuela.) Le relief des images projetées. (The relief of projected images.) *Année psychol.*, 1951, 50, 359-371.—Natural vision gives the impression of depth; but one can produce artificially this impression and cause an illusory perception of relief, by reproducing some of the elements of natural vision in tridimensional space. This results from complex psycho-physiological processes. To give the impression of relief by the projection of images without employing glasses or other devices constitutes a technical improvement—a new form of stereoscopic vision of theoretical value.—G. E. Bird.

6758. Ratoosh, P., & Graham, C. H. Areal effects in foveal brightness discrimination. *J. exp. Psychol.*, 1951, 42, 367-375.—The effect of changes in the size of the test—(ΔI) and adapting—(I) circular fields on monocular foveal brightness discrimination was studied at brightnesses from .08-8000 millilamberts. Both fields were concentric and the ΔI -field, smaller or equal in size to the I -field, was presented for .02 sec. For constant sizes of test and adapting fields the curve $\frac{\Delta I}{I}$ vs. $\log I$ falls rapidly at low values of $\log I$, levels off at medium values of $\log I$, and increases slightly at high values of $\log I$. For a given brightness and test-field size varies inversely with the adapting field.—M. J. Wayner, Jr.

6759. Richards, Walter J. (U. Arkansas, Fayetteville.) The effect of alternating views of the test object on vernier and stereoscopic acuities. *J. exp. Psychol.*, 1951, 42, 376-383.—A Helmholtz-type three-rod target was used and the effects of "alternation of stereoscopic and pseudoscopic views of the targets on the threshold for depth, and . . . the effect of rate of alternation of R and L views of the targets on the vernier threshold" were studied. "Data were obtained from three S's by the method of constant stimuli with two categories of judgment." Stereoscopic discrimination fell off rapidly as the rate of alternation of views increased, whereas vernier discrimination was much less affected. Stereoscopic discrimination was impossible above 4 cycles/sec. whereas vernier discrimination was possible at rates above 20 cycles/sec.—M. J. Wayner, Jr.

6760. Richter, Manfred. Über einige neuere Theorien des Farbensehens. (On several new theories of color-vision.) *Klin. Mbl. Augenheilk.*, 1950, 118, 240-259.—Report on the new results in the field of retinal-histology, electro-physiology, chromatometry, etc. Even though the views expressed are not able to account for all the details of the processes actually taking place in the retina, they provide good conceptual models which come near to the actual course of the phenomena. The author's views are based primarily on the three component theory, but an attempt is made to include other color-vision theories.—P. L. Krieger.

6761. Segal, J. (Collège de France, Paris.) Les fonctions corticales dans la sensation chromatique. (Cortical functions in chromatic sensation.) *Année psychol.*, 1951, 50, 145-158.—The results obtained have to do with only one eye and only part of a retina, the other eye remaining exposed to white light and maintaining normal chromatic vision. These data support certain conclusions regarding the possible nature of the cortical apparatus which is the seat of the function described. An hypothesis is presented according to which color would not have its individual significance but would establish itself by comparison with average illumination the "white of reference." The sensation of color would be correlative with the differential pattern thus established.—G. E. Bird.

6762. Sleight, R. B., & Austin, T. R. (Johns Hopkins U., Baltimore, Md.) The horizontal-vertical illusion in plane geometric figures. *J. Psychol.*, 1952, 33, 279-287.—The classical statement concerning the horizontal-vertical illusion is that the vertical appears subjectively longer than it is physically. Eight subjects were tested under various conditions of square, rectangle, circle, and ellipse, displayed tachistoscopically. The circle-ellipse series did conform to classical ideas; but in the square-rectangles 3 S's lengthened the vertical dimension, 4 the horizontal, and one S saw no illusion. It is suggested that the classical illusion does not appear with certain geometrical figures, and also that there are individual differences between S's.—R. W. Husband.

6763. Stoll, Marion Rush. Simple targets for investigating binocular vision in children. *Amer. J. Optom.*, 1952, 29, 212-214.—Red-green targets used with red-green spectacles permit child to demonstrate depth perception by pointing.—M. R. Stoll.

6764. Stone, L. S. (Yale U., New Haven, Conn.) The role of retinal pigment cells in regenerating neural retinae of adult salamander eyes. *J. exp. Zool.*, 1950, 113, 9-31.—In all, 252 eyes of *Triturus v. viridescens* were studied in three groups of experiments involving respectively (1) removal of the neural retina through a slit in the eye wall, sometimes accompanied by lens removal; (2) production of localized retinal injuries; and (3) implantation of retinal pigment epithelium, without neural retina attached, into eyes from which the lenses had been removed. Results are interpreted as indicating that the pigment epithelial cells of the retina are the origin of "the new neural retina which regenerates so readily in urodele eyes." The role of pigment epithelium in such regeneration is discussed.—A. B. Shaklee.

6765. Takala, Martti. Asymmetries of the visual space. Helsinki: Suomalaisen Kirjallisuuden seuran Kirjapainon Oy, 1951. 175 p. (*Annales Academiae Scientiarum Fennicae*, B72.2.)—Objects are judged to be different when seen in different parts of the perceptual space. Further asymmetry results from the angular relationships of objects to the main directions of space (horizontal, vertical, sagittal). In terms of perceptibility of objects (including facility of recognition and recall) the horizontal dimension and frontal-parallel plane are "preferred." The accuracy of such judgments is particularly good in those cases in which optimum structuring of the perceptual field is present. In terms of judgment of position, however (especially the obliqueness or inclination of an object) the vertical dimension and to some extent the sagittal plane are most effective. Here postural, motor and vestibular factors enter in, especially in perceptually "reduced" situations. Symmetry experiments favor the vertical over the horizontal axis. Quadrant experiments favor the upper and left portions of the visual field. Motor factors, particularly eye movements, often contribute to asymmetries in situations such as the perception of moving objects. "Asymmetries seem to be most accentuated in situations presupposing the comprehension of some content, and therefore of symbolic processes."—L. A. Riggs.

6766. Vilmar, Karl Friedrich. (U. Marburg/Lahn, Germany.) Die Zeitschwelle der Tiefensehschärfe in der Netzhautperipherie. (The time threshold in depth perception acuity in the peripheral part of the retina.) *Klin. Mbl. Augenheilk.*, 1950, 117, 242.—The modified triple method of E. Wagner is extended to include a means for the establishment of a measurable and variable (very short) exposition of the experimental object. The principal usable time interval is defined after Monjé, as the shortest time of presentation in which the static depth perception threshold distance could just be

recognized. The values of this time interval were found to lie between 154 and 278 milliseconds. These, as well as the chronaxial values, which ranged from 103 to 198 milliseconds were checked statistically. Detailed results on the changes of the values obtained with angular position are given.—P. L. Krieger.

6767. Wald, George. (Harvard U., Cambridge, Mass.) The photochemical basis of rod vision. *J. opt. Soc. Amer.*, 1951, 41, 949-956.—"The photochemical system upon which the excitation of rod vision depends has been analysed, and all its component processes brought into free solution. The only action of light in this system is to convert rhodopsin to the highly unstable lumi-rhodopsin. This bleaches in the dark via the intermediate meta-rhodopsin to a mixture of the carotenoid, retinene, and the colorless protein, opsin. Retinene₁ is reduced to vitamin A₁ by the coenzyme, reduced coenzyme, acting in concert with the enzyme retinene reductase or alcohol dehydrogenase. These are the degradative processes in the rhodopsin system." Dark adaptation is based upon resynthesis of rhodopsin from the products of the reaction. The excitation process in rod vision may be represented by a model in which the bleaching of rhodopsin results in an electrical variation.—L. A. Riggs.

6768. Wright, W. D. (Imperial Coll. Science, London.) The visual sensitivity of normal and aphakic observers in the ultra-violet. *Année psychol.*, 1951, 50, 169-177.—Aphakic subjects are more sensitive than the normal group to the ultra violet wave length 0.3650 μ , probably because of the heavy absorption by the crystalline lens of that wave length, although some change may have taken place in retinal sensitivity following cataract operation. There is large variation in sensitivity among normal observers. Removal of the crystalline lens affects the shape of the luminosity curve, and the implications of this result in relation to the photo-chemistry of the retina, and visual purple in particular, may be far-reaching.—G. E. Bird.

(See also abstracts 6643, 6673, 6690, 6693, 6864, 6876, 7194, 7200)

AUDITION

6769. Brogden, W. J., & Gregg, Lee W. (U. Wisconsin, Madison.) Studies of sensory conditioning measured by the facilitation of auditory acuity. *J. exp. Psychol.*, 1951, 42, 384-389.—In a series of 6 experiments, experimental groups were given trials of light and tone together and control groups were given an equal number of trials of the tone alone. Absolute thresholds for the tone were then obtained for the tone alone and for the tone plus light. Auditory acuity was greatest for both groups when the light accompanied presentations of the tone, the difference was greatest for the experimental subjects. Statistically significant results were not obtained for any one experiment although an over-all analysis of the data did provide reliable results. Further

variation of the experimental conditions did not produce a differential effect on auditory acuity.—*M. J. Wayner, Jr.*

6770. **Covell, W. P.** The ear. In *Lansing, A. I., Cowdry's problems of ageing* (see 26: 6898), 260-276.—The progressive hearing loss with advancing age was documented by data from recent studies. The incidence of deafness (L. T. Wilkins) increases from 1% at age 20 to 2% at 35, and 9% at 65 years. The trend to supplement abstract hearing tests by an appraisal of the hearing loss for speech was noted. The anatomical information on different segments of the auditory apparatus is presented in some detail but the older descriptions of histological age changes in the inner ear are regarded with scepticism because of the extreme susceptibility of the delicate end-organs in the cochlea to autolytic changes. Atrophic changes in the basal turn of the organ of Corti are correlated with a marked impairment for hearing high tones while attempts to demonstrate cochlear changes in cases of moderate degree of hearing loss have been less successful. 59 references.—*J. Brožek.*

6771. **Fletcher, Harvey.** (Columbia U., New York.) The dynamics of the middle ear and its relation to the acuity of hearing. *J. acoust. Soc. Amer.*, 1952, 24, 129-131.—The author continues his theoretical analysis of the auditory system (see 26: 3807) to consider the mechanical properties of the middle and inner ear which account for the higher thresholds of low frequency tones. Of primary importance is the transformer action of the middle ear which attenuates low frequencies and amplifies the middle (speech) frequencies. On the basis of several assumptions, thresholds of hearing are calculated. The agreement of the calculated thresholds with experimental thresholds is well within the observational error.—*I. Pollack.*

6772. **Fraisse, P., & Oléron, G.** La perception de la durée d'un son d'intensité croissante. (The perception of the duration of a sound of increasing intensity.) *Année psychol.*, 1951, 50, 327-343.—An apparatus was constructed for the purpose of measuring results. Conclusions indicate that temporal perceptions are not independent of the processes which intervene during the time of perception. Temporal data are determined by the totality of conditions and here, more especially, rapidity of more intensive variation reduces the time of variation.—*G. E. Bird.*

6773. **Franke, Ernst K., von Giecke, Henning E., Grossman, Frederick M., & von Wittern, Wolf W.** The jaw motions relative to the skull and their influence on hearing by bone conduction. *J. acoust. Soc. Amer.*, 1952, 24, 142-146.—Employing a specially-designed accelerometer, the authors were able to measure the amplitude and phase of the lower jaw relative to that of the skull under conditions of direct vibration to the skull. Measurements were made with the mouth of the subject open and closed. In addition, the sound-pressure level in the external ear canal was measured under these conditions. The

ratio of the sound pressure in the external ear canal with the open mouth, to that with the mouth closed, reached about 2.5-3.0 in the region of 200 cps. Subjective tests showed a difference in the bone-conducted threshold of 5-8 db under these conditions. Comparison between experimental and calculated values of the sound-pressure levels and of the phase characteristics may be accounted for on the basis of the vibrations of the lower jaw.—*I. Pollack.*

6774. **Garner, W. R.** (Johns Hopkins U., Baltimore, Md.) Some statistical aspects of half-loudness judgments. *J. acoust. Soc. Amer.*, 1952, 24, 153-157.—An analysis of variance of a set of half-loudness judgments was performed to evaluate the contribution to variance of a number of systematic factors. In order of their contribution to the variance were: differences among observers, differential response as a function of the intensity of the sound, and, the interaction of these two factors. Still remaining was an error variance of about 22% of the total. The average half-loudness determinations differ markedly from those reported earlier. Possible reasons for the discrepancy are pointed out. The author discusses an indirect technique suggested by Stevens for evaluating the results of psychophysical experiments which employ ratio judgments.—*I. Pollack.*

6775. **Gribenski, André.** (Lycee Henry IV, Paris, France.) L'audition. (Hearing.) Paris: Presses Universitaires de France, 1951, 127 p.—The work is divided into two parts (auditory apparatus, and hearing). The first part treats: (1) the auditory apparatus in man, (2) the ear in vertebrate animals, (3) the auditory organs in insects; the second part treats: (1) the hearing in man, (2) hearing in animals, (3) electrical phenomena of hearing, (4) hearing theories, (5) hearing in insects.—*A. Manoil.*

6776. **Harris, J. Donald; Rawnsley, Anita I., & Kelsey, Patricia.** (U. S. Naval Medical Research Lab., New London, Conn.) Studies in short-duration auditory fatigue: I. Frequency differences as a function of intensity. *J. exp. Psychol.*, 1951, 42, 430-436.—"A comparison of fatigue among frequencies was made when they were equated as to intensity, loudness, and sensation level. Equating as to intensity led to curves . . ." similar to isophonic contours indicating that the ". . . frequency characteristic depends upon intensity rather than loudness. A family of fatigue curves equated for loudness shows that, especially at equal-loudness levels of 40 phons and above, fatigue is a decided function of frequency . . ." and the effect is not as pronounced when frequencies are of equal sensation level.—*M. J. Wayner, Jr.*

6777. **Hirsh, I. J.** (Central Inst. for Deaf, St. Louis, Mo.), & **Ward, W. D.** Recovery of the auditory threshold after strong acoustic stimulation. *J. acoust. Soc. Amer.*, 1952, 24, 131-141.—The temporal course of recovery of the auditory thresholds for clicks, bands of noise, and tones following strong stimulation by bands of noise and pure tones was investigated. Noteworthy is that the recovery of the

ear is not a simple monotonic recovery function. Under many conditions, a diphasic characteristic of the recovery curve can be demonstrated. Under these conditions, the threshold returns to normal in the order of about 1 minute, rises again and reaches a maximum about 2 minutes following exposure and slowly returns to normal. In addition, a period of "supernormality" may be demonstrated under some conditions; and, in some cases, a second rise in thresholds may be demonstrated.—*I. Pollack.*

6778. Mann, Cecil W. (Tulane U., New Orleans, La.) The effects of auditory-vestibular nerve pathology on space perception. *J. exp. Psychol.*, 1951, 42, 450-456.—The results of a series of experiments on a 22 yr. old male patient who had been diagnosed "... (a) Meningitis, acute, due to mycobacterium tuberculosis with partial palsy of the obducens nerve: (b) paralysis of VIII cranial nerve, auditory and vestibular branches, secondary to streptomycin therapy" were reported. Results indicate "that paralysis of the auditory-vestibular nerve produces reduced precision of judgment of the postural vertical and absence of adaptation to postural inclination; increased error of judgment of the visual vertical from positions of postural tilt and in the direction of the Aubert effect, and reduced nystagmus and oculogyral effects."—*M. J. Wayner, Jr.*

6779. Pollack, Irwin. (Hum. Resources Res. Lab., Washington, D. C.) Comfortable listening levels for pure tones in quiet and in noise. *J. acoust. Soc. Amer.*, 1952, 24, 158-162.—The results of determinations of the most comfortable listening level and the range of comfortable listening levels of pure tones for a group of non-clinical listeners are reported. The most comfortable listening level contour has the general shape of the equal-loudness contours at intermediate loudness levels. The effect of noise is primarily to raise the lower limit of the range of comfortable listening levels and only, secondarily, upon the upper limit of the range. Thus, the range of comfortable listening levels is decreased in noise.—*I. Pollack.*

6780. Tonndorf, Juergen. (USAF Sch. Aviation Med., Randolph Field, Texas.) Auditory perception in noise. *J. Aviat. Med.*, 1951, 22, 491-500; 529.—The author measured the masking effects of simulated airplane noise and atmospheric static on a 1000-cycle tone and on speech. The data show the effects of masking on speech for two different criteria.—*A. Chapanis.*

6781. Webster, John C., Miller, P. H., Thompson, P. O., & Davenport, E. W. (U. S. Navy Electronics Lab., San Diego, Calif.) The masking and pitch shifts of pure tones near abrupt changes in a thermal noise spectrum. *J. acoust. Soc. Amer.*, 1952, 24, 147-152.—A test of the critical band hypothesis, as applied to the prediction of masked thresholds in the region of sharp changes in the frequency spectrum of a noise, was carried out. The masking produced may be approximately predicted by the usual critical-band hypothesis, and may be closely

predicted by a slightly modified critical-band hypothesis. Differences between the thresholds of a tone in the middle of a "gap" in the noise spectrum and outside the gap approach 25-30 db. The practical significance of this finding is that a gapped masking noise may be employed to drown out many distracting noises and, yet, leave the threshold of the tone under test undisturbed. Changes in pitch in the vicinity of sharp changes in the noise spectrum were observed.—*I. Pollack.*

(See also abstracts 6753, 6793)

RESPONSE PROCESSES

6782. See entry no. 6808.

6783. Barnier, Lucien. *L'analyse des mouvements. I. Techniques de l'analyse.* (Analysis of movements. I. Techniques of analysis.) Paris: Presses Universitaires de France, 1950. viii, 305 p. 600 fr.—This first volume of two "presents the technique of the various methods of analysis. After a very concrete study of the mechanism of movements and of motor action, it proposes a simple guide, essentially practical, for the mechanical analysis of an exercise. . . ." The final section deals with the problems of teaching exercises.—*R. B. Ammons.*

6784. Birdwhistell, R. (U. Louisville, Ky.) Anthropology and skills research: a tentative statement. *Mot. Skills Res. Exch.*, 1951, 3, 73-76.—"It is the primary proposition of this exploratory paper that . . . interdisciplinary relationships are more meaningful when each discipline supplies the others with new questions to ask of their respective data, than when they supply . . . informational particles from varied levels of integration and abstraction." A tentative statement of how anthropology and skills research may lead to better understanding of the historical development of skills and tools and related value systems, is presented. This is the first of a series of articles.—*C. H. Ammons.*

6785. Chauchard, Paul. *Reflexions sur les mécanismes du sommeil.* (Reflections on the mechanisms of sleep.) *Année psychol.*, 1951, 50, 237-243.—The physical theory of sleep presents the hypnotic function as the result of general laws of functioning. Inversely, the fact of sleep and its regulation carries with it support of the concept of a central regulation of the nervous function denied by those who do not wish to raise it above a simple reflex action. There remains much to do to determine exactly of what the polarized action of the centre on the neurons consists. The author discussed many theories along with the effect of certain drugs.—*G. E. Bird.*

6786. de Almeida, Miguel Ozonio. (Institut Oswaldo Cruz, Rio Janeiro.) Sur les réflexes produits par des mouvements de translation et de rotation chez *Maia squinado*. Contribution à l'étude des fonctions des statocystes chez les crustacés. (Concerning the reflexes produced by motions in removal and in rotation by *Maia squinado*. Contributions to the study of the functions of statocysts among the crustacea.) *Année psychol.*, 1951, 50, 246-260.—

The statocysts as well as the peduncle in the *Maia squinado* are points of departure for the reflexes, playing an important part in the regulation of position and equilibrium of the animal, as also in the coordination of movements in locomotion. This role, however, is not exclusive as other organs take part in these functions, hence a certain variability of intensity of the effects of suppression of the statocysts and peduncles, depending upon the individual.—G. E. Bird.

6787. Fringes, Hubert, & Fringes, Mable. (Pennsylvania State Coll., State College.) Acoustical determinants of audiogenic seizures in laboratory mice. *J. acoust. Soc. Amer.*, 1952, 24, 163-169.—A systematic study is reported of the effectiveness for producing audiogenic seizures in laboratory mice of sounds with differential acoustic characteristics. Empirical functions relating incidence of seizure with the frequency and the intensity of the exposure tone are presented. In general, the greater the intensity of the tone, and the higher the frequency of the tone to 20 kc, the higher the incidence of seizures. However, there is a threshold intensity region and a threshold frequency region below which no seizures are reported. The optimal frequency region is about 20 kc. The frequency of seizures in restrained (held by clip) mice was only about one-third that of unrestrained mice.—I. Pollack.

6788. Ginsberg, Arthur. (New York U.) A reconstructive analysis of the concept "instinct". *J. Psychol.*, 1952, 33, 235-277.—The concept of instinct was subjected to a logical analysis by critically examining the theoretical writings of various instinctivist psychologists and zoologists. Eight major fallacies were shown to have been committed by one or another of these writers: contingent connotation, ad hoc postulation, reasoning by analogy, reductionism, simplification, misplaced concreteness, proof by inexhaustive elimination, and false dichotomization. It was concluded that a rational reconstruction of the existing knowledge and facts of comparative psychology and a reassessment of the nature of the comparative method was indicated by this analysis. An outline for a conceptual schema and strategy was suggested in pursuit of which further progress in the development of comparative psychology is likely to be assured. 75 references.—R. W. Husband.

6789. Grassé, Pierre P., & Noirot, Ch. (U. Paris, France.) Orientation et routes chez les termites. Le "balistage" des pistes. (Orientation and routes of termites. The "balistage" of footsteps.) *Année psychol.*, 1951, 50, 273-280.—Termites arrange themselves in groups and work collectively. They mark their footsteps with an excretion that emits odor. Also, kinaesthetic memory helps in the return to their nest. They make permanent routes on level ground, hardened passages and ramps, and spiral galleries intricately constructed, showing the complexity of paths of communication and orientation closely related to a highly social state.—G. E. Bird.

6790. Hick, W. E. (Medical Research Council, Cambridge, Eng.) On the rate of gain of information. *Quart. J. exp. Psychol.*, 1952, 4, 11-26.—Methods of information theory were applied to "(a) a conventional choice-reaction experiment, with various numbers of alternatives up to ten, and with a negligible proportion of errors, and (b) a ten-choice experiment in which the subjects deliberately reduced their reaction time by allowing themselves various proportions of errors." Information is definitely related to reaction time, within the duration of one perceptual-motor act, and has a value of the order of five 'bits' per second." Further evidence in terms of the distribution of reaction times is discussed.—M. J. Wayner, Jr.

6791. Jackson, C. V., & Zangwill, O. L. (U. Oxford, Eng.) Experimental finger dyspraxia. *Quart. J. exp. Psychol.*, 1952, 4, 1-10.—"Subjects were required to perform discrete finger movements in accordance with a pre-arranged sequence of instructions." Any movement of any finger on the left hand was recorded by means of levers on a kymograph under 3 conditions: "(a) with no vision of the hand; (b) with direct vision of the hand; and (c) with the hand presented in mirror-image." Condition (a) produced no effect on the efficiency of finger movement whereas (c) resulted in "significant increases in reaction time of three fingers and to an increase in the percentages of prior and substitute movements of other digits." Two fingers with the shortest reaction times were preceded by fewest movements of other fingers and were the most frequently moved in advance when movements of other digits were requested.—M. J. Wayner, Jr.

6792. Katz, David. Some graphological experiments with the scriptochronograph. *Année psychol.*, 1951, 50, 585-591.—The scriptochronograph measures the temporal characteristics of handwriting. By means of supplementary appliances, a complete picture of the writing process is presented. Not only are the traces on paper considered, but also other processes taking place in space above the paper. Gain in time was effected by reducing pauses and transition movements. From the Gestalt point of view transposition laws exist not only in the sensory field but also for movement forms.—G. E. Bird.

6793. Peterson, Gordon E., & Barney, Harold L. (Bell Telephone Labs. Inc., Murray Hill, N. J.) Control methods used in a study of vowels. *J. acoust. Soc. Amer.*, 1952, 24, 175-184.—This paper reports several control methods employed in an extensive investigation carried out at the Bell Telephone Laboratories upon the vowel sounds of men, women and children. The results of the investigation are presented in graphical form and in a matrix table which allows calculation of the amount and direction of confusions among the vowels. Systematic differences among speakers and listeners were obtained. These differences are a function of the previous language experience of the individual. Special techniques for rapid calibration of visible speech equipments are presented.—I. Pollack.

6794. Ponzo, Mario. (U. Rome, Italy.) *La respiration et la personne.* (Breathing and the person.) *Année psychol.*, 1951, 50, 461-483.—Breathing is related to personality and is significant in emotional reaction, concentration of attention, adaptation to rhythms and in certain inhibitions as in turning the ear toward a sound, or seeking to sense an odor. Respiratory movements may become longer and more frequent to intensify the olfactory or auditory perception. The curves of thoracic or abdominal breathing vary and form a characteristic pattern for each individual with certain resemblances in families.—G. E. Bird.

6795. Shohl, Jane. Effects of exposure to sound on discrimination performance in the rat. *Psychol. Monogr.*, 1951, 65(12), No. 329. 19 p.—"The relationship of learning ability and susceptibility to sound-induced seizures in the rat" and the performance of rats exposed to noise in a difficult discrimination situation is the basis of the present investigation. Shohl reports no apparent relationship between learning ability and susceptibility to convulsion, nor does sound alone produce changes in behavior. However, the occurrence of convulsions leads to increased errors, to stereotypy, regression, and qualitative behavioral changes. The author concludes that the effects attained were due to a disturbed emotional state which cannot be traced to frustrating factors, the convulsion, or subsequent catatonia alone, but includes in part at least a general organic disturbance in cellular metabolism.—M. A. Seidenfeld.

6796. Vlaude, G. *Tropismes et polarité.* (Tropisms and polarity.) *Année psychol.*, 1951, 50, 281-291.—By true tropisms are meant directed motor impulses which are controlled by the action of external physical forces. Polarity is illustrated by referring to the flat worm in which there are two kinds of polarity on which galvano-tropic reactions depend: directional and reactional. The latter may be related to the polarized molecular structure of living matter.—G. E. Bird.

6797. Welford, A. T. (Cambridge U. England.) The 'psychological refractory period' and the timing of high-speed performance—a review and a theory. *Brit. J. Psychol.*, 1952, 43, 2-19.—A review of relevant experiments led to the formulation of a theory for the psychological refractory period. "A survey of the evidence indicates that this theory, with certain assumptions about the duration of the central processes, can account for the time relations observed not only in the serial reaction experiments of various kinds, but in tracking and other continuous performance tasks."—L. E. Thune.

6798. Wolfson, Albert. (Northwestern U., Evanston.) Day length, migration, and breeding cycles in birds. *Sci. Mon.*, N. Y., 1952, 74, 191-200.—A large volume of experimental and naturalistic data on the relation of day length, migration and breeding cycles in birds is presented; current theories on these relationships are evaluated in the light of these data. Results of the author's own experiment-

ation and the still unresolved problems in the whole field are discussed.—B. R. Fisher.

(See also abstracts 6691, 6694)

COMPLEX PROCESSES AND ORGANIZATIONS

6799. Castiglione, Giulio. (Pavia U., Italy.) *Esame di stati attentivi.* (Analysis of attentive states.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 450-460.—An experiment in which the subjects had to carry on a series of simple multiplications while listening to the reading of a passage (90 seconds) is described. The experiment is made with 119 subjects divided chronologically into 6 groups, 7 to 17 years of age. The number of correct calculations and retention of the material as read were scored. The test "constitutes a good differentiating instrument," and is related to the age and scholastic maturity. Detailed analysis of experimental findings and graphic representation of the results are given.—A. Manoil.

6800. Chamié, C. *Psychologie supérieure et ses problèmes.* (The superior psychology and its problems.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 928-929.—The superior psychology, studying such phenomena as personality, consciousness, the formation of knowledge, may be based on two principles: (1) principle of the elimination of time of logical processes which change into simultaneities-complexes, such as recollection-complexes and cognition-complexes, and (2) principle of the fixation of complexes, according to which the complexes formed may occupy the mental state and direct the intellectual activity.—M. Choynowski.

6801. Freud, Sigmund. *On dreams.* New York: Norton, 1952. 120 p. \$2.50.—Translation by James Strachey of "Über den Traum" which was first published in 1901. The additions to the second German edition are indicated in this translation.

6802. Guilford, J. P. (U. Southern California, Los Angeles.) Validation of measures of interest and temperament. In *Thurstone, L. L., Applications of psychology.* (see 26: 7270) 67-87.—There seems to be little doubt of the psychologist's growing concern for the validation of the instruments and methods that he uses in professional and scientific practice. It is necessary for the self-respecting psychologist to satisfy his own scientific conscience with respect to the soundness of his procedures and also to be ready to support his decisions and his claims in response to his public. Conditions of which validity is a function and special problems of validation of measures of interest and temperament are discussed. It may be well worth while to know about both the manifest and the latent traits of each individual. Where there is notable disagreement one might be forewarned of inconsistencies in overt behavior and of apparently sudden reversals of character.—G. C. Carter.

6803. Jung, C. G. *Aion: Untersuchungen zur Symbolgeschichte*. (Eon: investigations in the history of symbols.) Zurich: Rascher, 1951. 561 p. DM 26.00.—The introductory section ("Contributions to the symbolism of the self") describes the personifications of the male and the female unconscious, animus and anima respectively, and establishes the psychological unit of the self. Jung then shows that the dogmatic figure of Christ corresponds to this concept. Part II, contributed by Dr. Marie-Louise von Franz, deals with a comparative psychological analysis of the *Passio S. Perpetuae* (Passion of the African martyr Perpetua). The dreams and visions of this martyr are said to reflect the struggle between Greek antiquity and primordial Christianity.—H. H. Strupp.

6804. Révész, G. (U. Amsterdam, Holland.) *Le problème du génie*. (The problem of genius.) *Année psychol.*, 1951, 50, 83-96.—A genius possesses specific excellence which surpasses even that of the highly endowed. There is a difference between great men and men of genius. The latter produce the element of surprise, its reinforcement by repetition of accomplishment, its timeless character and the admiration and respect it wins, also originality, the indisputable personal character of the work, its perfection and its particular place in history. Further research on the subject is recommended.—G. E. Bird.

6805. Scheier, Ivan H., & Ferguson, George A. (McGill U., Montreal, Can.) *Further factorial studies of tests of rigidity*. *Canad. J. Psychol.*, 1952, 6, 18-30.—In this study rigidity is defined as individual differences in negative transfer effects. Tests were employed which appear to involve interfering effects of overlearned patterns of behavior. A battery of 16 tests was administered to 60 Ss. Results of a factor analysis suggested three significant factors—reasoning, motor-speed, and cognitive rigidity.—J. W. Bowles.

6806. Spilka, Bernard. (Purdue U. Lafayette, Ind.) *A study of coacting group influences on individual judgment*. *Psychol. Newsltr* 1952, No. 37, 1-13.—Four groups of subjects rated 10 photographs of girls for attractiveness in two rating sessions. When group judgments were made following an initial alone rating session, individuals varied their ratings; some raising their ratings, others lowering them. The most general reaction observed was a lowering of the ratings when made in the group. When ratings are made first in a group situation, judgments made later by the same persons tend to conform quite closely to their first group ratings indicating a tendency for individual judgments to be "fixed" by the first group judging session. 17-item bibliography.—D. S. Leeds.

6807. Thurstone, L. L. (U. Chicago, Ill.) *Creative talent*. In Thurstone, L. L., *Applications of psychology*, (see 26: 7270). 18-37.—The hypothesis should be considered that creative talent is in large part determined by the temperamental characteristics that are associated with intellect. It would prob-

ably be an error to look for creative talent exclusively in the cognitive or intellectual domain. Even though we know little about creative thinking, we can encourage students as well as ourselves to cultivate those attitudes which favor problem solving, including tolerance for that which is novel. Experimental studies should be on two major problems, namely, to inquire about the nature of the thinking that leads to a moment of insight, and to investigate empirically how to differentiate creative talent by objective and experimental procedures.—G. C. Carter.

LEARNING & MEMORY

6808. Ammons, R. B., & Ammons, C. H., (U. Louisville, Ky.) *Motor skills bibliography: IV. Psychological Abstracts, 1934, Volume 8. V. Psychological Abstracts, 1935, Volume 9. Mot. Skills Res. Exch.* 1951, 3, 78-84; 108-115.—Fourth and fifth sections of a skills bibliography, listing entries in *Psychological Abstracts*, 1934 and 1935, vols. 8 and 9. References are in alphabetical order, and the abstract number of each is included. 151 and 180 references.—C. W. Swink.

6809. Buegel, H. F. (U. North Dakota, Grand Forks.), & Spangler, H. S. *A summary of the history of piano instruction: II. Mot. Skills Res. Exch.*, 1951, 3, 61-72.—This paper discusses piano instruction techniques employed during the early nineteenth century. Hummel, Kalkbrenner, Czerny, Clementi, Cramer, Chopin, Brahms, Kullak, and Erlich are among the outstanding contributors whose efforts are described.—C. H. Ammons.

6810. Bullock, Donald H. (U. Buffalo, N. Y.) *Operant extinction as a function of the extinction schedule*. *J. exp. Psychol.*, 1951, 42, 437-442.—A study of the relationship between duration of various time-out intervals (1, 2, 4 and 8 min.) during the extinction of a food conditioned lever-pressing response and the total number of extinction responses in male albino rats. Only the first 32 min. of the total 5 hr. of extinction were systematically interrupted. The longer the time-out interval, the greater the tendency for facilitation of response rate during the interrupted extinction. Variation in duration of the time-out interval did not significantly influence the total number of extinction responses emitted in 5 hr. of extinction.—M. J. Wayner, Jr.

6811. Carmichael, Leonard. (Tufts College, Medford, Mass.) *The dynamic inhibiting effect of an old habit upon new habit formation*. *Année psychol.*, 1951, 50, 423-427.—Rats were trained to master an alternation habit, by use of an elevated maze until each mastered the alternations of that maze. An alteration took place in the central nervous system of the animal during the first series of experiments such that the later plasticity of the behavior of the subject was modified. The generalization was made that a habit once acquired may itself come to be a fundamental, dynamic organization in the total pattern of the personality and be-

havior mechanisms of the organism, and may modify the very plasticity or capacity for learning of the animal under consideration.—G. E. Bird.

6812. de Montpellier, G. (U. Louvain, Belgium.) *Le processus de conditionnement et les faits de conditionnement indirect.* (The process of indirect conditioning.) *Année psychol.*, 1951, 50, 429-440.—According to Pavlov, the fundamental mechanism of development of a conditioned reflex depends upon excitation of some definite point in the cortex coincidentally with a more intense excitation of some other point probably also of the cortex, which leads to a connection being formed between these two points. The conditioned response depends on conditioning and unconditioning. The total system of excitation is conceived according to Gestalt psychology.—G. E. Bird.

6813. Denny, M. R. (Michigan State Coll., East Lansing.) *The shape of the post-rest performance curve for the continuous rotary pursuit task.* *Mot. Skills Res. Exch.*, 1951, 3, 103-105.—"One group of 18 Ss practiced rotary pursuit continuously for 16 min.; 18 other Ss practiced continuously for 5 min., rested 5 min. and then worked for 12 more min. The shape of the post-rest performance curve for the latter group, in accordance with previous findings, was found to have all the characteristics of Ammons' theoretical postulation."—C. H. Ammons.

6814. Dinsmoor, James A. (Indiana U., Bloomington.) *A discrimination based on punishment.* *Quart. J. exp. Psychol.*, 1952, 4, 27-45.—12 albino rats after attaining a stable rate of responding on a bar pressing task were subjected to electric shock for each response during alternate 5 min. periods. Both the experimental group which received a light signal during the safe period and the control group which continued in darkness displayed differences in rates during the shock and safe phases. When the duration of the phases was reduced to 1 min. the control group's differential responding was greatly reduced. Increased shock increased the differences between the rates. Withholding the food pellets reduced the overall rates but not the light-dark discrimination. Withholding the shock increased the rate but resulted in a loss of discrimination.—M. J. Wayner, Jr.

6815. Elzenberg, H. *La personnalité créatrice de l'artiste.* (The creative personality of the artist.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 520-522.—The creative personality and the social personality derive mutually from themselves. The social personality constitutes a deformation of the fundamental personality under the action of a number of factors, but it does not replace the latter. The creative personality detaches itself from the fundamental personality by emanation. It is a group of elements selected from the substratum according to individual criteria. These elements need not be dominant in the everyday life of the artist, though they are, nevertheless, the real elements of his fundamental personality. The elements, mostly emotional, are detached from the real causes and other causes are assigned to them (transmotivation). In the last

phase of the emanation, so-called mythisation, the artist introduces the unity and the organization into both the plurality of selected elements and their causes or motives, situating this way his new self in the world which is able to furnish him these motives.—M. Choynowski.

6816. Fauville, A., & Klosa, C. (U. Louvain, Belgium.) *Réflexes conditionnées et mémorisation de syllabes dépourvues de sens.* (Conditioned reflexes and memorization of nonsense syllables.) *Année psychol.*, 1951, 50, 441-459.—The work of memorization of nonsense syllables is not purely a process of conditioning. Learning is a multiple and complex process that cannot be explained by the laws of conditioning alone. Other laws with other factors intervene, such as laws of effect, of perceptual and motor organization, the operation of anticipation and symbolic processes.—G. E. Bird.

6817. Fehrer, Elizabeth. (Brooklyn Coll., N. Y.) *Latent learning in the sophisticated rat.* *J. exp. Psychol.*, 1951, 42, 409-416.—"Three experiments were performed to test the hypothesis that latent learning will occur when the object to be learned latently has been needed and worked for in the past." Rats that had experienced hunger were superior on a standard test of learning to those who had never been hungry. Having the opportunity to locate food while thirsty, rats previously trained to run for food learned to turn to the food significantly faster than rats without that experience. "On . . . initial test run, however, the groups at no time differed significantly." Experimental limitations and implications of the results are discussed.—M. J. Wayner, Jr.

6818. Ferster, Charles B. (Columbia U., New York.) *The effect on extinction responding of stimuli continuously present during conditioning.* *J. exp. Psychol.*, 1951, 42, 442-449.—Male albino rats were given aperiodic reinforcement in the presence of a steady tone and a mild intermittent light. Then they were divided into 4 groups and the conditioned lever-pressing responses were extinguished for 50 min. on each of 3 successive days. Group I was extinguished with both light and tone present, Group II in the absence of these stimuli, in Group III these stimuli were introduced after 26 mins. of the first extinction period, and in Group IV these stimuli were introduced after 26 mins. of the second extinction period had elapsed. The presence or absence of these stimuli did not affect the total number of extinction responses or the rate of response at the time they were introduced.—M. J. Wayner, Jr.

6819. Goustard, Michel. *Remarques sur l'apprentissage spatio-cinétique de Blattella germanica.* (Notes on the spatio-cinetic learning of *Blattella germanica*.) *J. Psychol. norm. path.*, 1951, 44, 457-555.—Cockroaches are run through a maze 35 cm long with five blind alleys a total of 10 times with 3 minutes between each trial. After a rest of 30 minutes, 10 additional trials are run. Spatial learning pertains to the number of entries in the blind alleys during the first and second series of 10 trials and

kinetic learning pertains to the speed in cm/s. The variable used was different colors of the spectrum equated for intensity. Results show that: a comparative study of learning involving monochromatic light is only possible when short wave lengths are used; general activity must be maintained; the suppression of one or more sensory organs destroys learning; the "oculo-ocellaire" apparatus must be stimulated.—G. Besnard.

6820. Grant, David A., & Hake, Harold W. (U. Wisconsin, Madison.) Dark adaptation and the Humphreys random reinforcement phenomenon in human eyelid conditioning. *J. exp. Psychol.*, 1951, 42, 417-423.—"Acquisition and extinction of the conditioned eyelid response to light was studied in all combinations of the conditions of dark vs. light adaptation of the Ss, 50 vs 100% reinforcement during the training series, and constant vs. randomly varied intertrial intervals, to produce an orthogonal tri-factorial experimental design. Ten Ss were used in each of the eight groups." Results lead to the conclusion that the "... rapid negative deceleration found by Humphreys was in part an artifact caused by the progressive sensitization of the B-response during extinction—however, evidence that Humphreys' report of heightened resistance to extinction of the eyelid CR following random reinforcement is valid."—M. J. Wayner, Jr.

6821. Harsh, Charles M. Disturbance and "insight" in rats. *Univ. Calif. Publ. Psychol.*, 1937, 6, 163-168.—23 male albino rats were run on a Tolman-Honzik "insight maze." The relation of visible signs of emotional disturbance in a special blocked situation to subsequent presence of "insight" behavior was studied. 13 out of 23 rats showed insight, a single previous experience with an unusual block did not alter the amount of insight shown. Emotionally unstable rats tended to show slightly more "insight." When blocked in the "insight run" the rats tended to revert to early path preference. Speed of learning to prefer the shorter path was slightly related to "insight" behavior.—M. J. Wayner, Jr.

6822. Kurke, Martin I. (U. Buffalo, N. Y.) The development of motor learning. *Psychol. Newsltr* 1952, No. 36, 6-8.—The system presented might well be used not only as a descriptive device in the explanation of the learning of a motor act, but also as an aid to the explanation of some types of instinctive acts.—D. S. Leeds.

6823. Lawshe, C. H., & Cary, William. (Purdue U., Lafayette, Ind.) Verbalization and learning a manipulative task. *J. appl. Psychol.*, 1952, 36, 44-46.—52 students were divided into two matched groups and individually taught to assemble a manipulative task. Then the experimental group verbally described each operation of the task back to the instructor as they performed it and the control group performed the task without verbalizing. The groups then repetitively performed the task until they reached a pre-established criterion of learning. Results showed that there were no statistically significant

differences between the two groups. It should be pointed out, however, that the subjects verbalized only on one trial.—W. H. Osterberg.

6824. Logan, Frank A. (Yale U., New Haven, Conn.) A comparison of avoidance and nonavoidance eyelid conditionings. *J. exp. Psychol.*, 1951, 42, 390-393.—"Thirty human Ss were presented with a light-shock conditioning sequence, half under avoidance and half under nonavoidance conditions. Avoidance conditioning was significantly inferior to nonavoidance conditioning. Avoidance Ss show relatively prolonged extinction curves. This is consistent with experimental data on resistance to extinction following massed partial reinforcement training."—M. J. Wayner, Jr.

6825. Moore, Thomas V. (Catholic U. Amer., Washington, D. C.) Simplified technique of the analysis and measurement of memory function. *J. Psychol.*, 1952, 33, 227-233.—A formula, $y = a - bc^x$, is proposed as an equation for memory work in which y would equal the amount remembered at the x th repetition, a being the number of items to be memorized, and b and c are constants to be calculated from the data and will vary for each individual subject.—R. W. Husband.

6826. Razran, Gregory. (Queens Coll., Flushing, N. Y.) Experimental semantics. *Trans. N. Y. Acad. Sci.*, 1952, 14, 171-177.—A dozen or more semantic conditioning experiments of the author are summarized in tables and analyzed from the standpoints of methodology, results, and importance for theory. Their chief value to date has been in answering methodological questions.—J. Bucklew.

6827. Solley, W. H. (U. Kansas City, Kan.) Speed, accuracy, or speed and accuracy as an initial directive in motor learning. *Mot. Skills Res. Exch.*, 1951, 3, 76-77.—To "determine the relative effects of emphasizing speed, accuracy, or speed and accuracy equally upon the learning" of a striking skill, 3 groups of 38 Ss each were required to make 90 thrusts at the target, 15 each day for 2 days each week, under one of the three instruction emphases. Learning was affected by the different instructions. Performance of the speed group was significantly faster than the other groups throughout practice, and became as accurate as the accuracy group by the end of practice, although they were less accurate than the equal emphasis group.—C. H. Ammons.

(See also abstracts 6614, 6641, 6711, 6795, 6833, 6845, 6878, 6881, 7155, 7208, 7277)

THINKING & IMAGINATION

6828. Kroh, Oswald. (U. Berlin, Germany.) Die Eidetik in neuer Beleuchtung. (Eidetics in a new light.) *Psychol. Rdschau*, 1, 257-265.—The subjectively projected images of von Urbantschitsch are eidetic phenomena. Their subjectivity differentiates them from perceptions, and their sensual character from conceptions, while the awareness of their objective source stem from hallucinations. Such phenomena can also occur in all the other senses

for instance as acoustic, olfactory, gustatory, tactile and kinesthetic eidetic images. At the same time one must include all those subjective experiences, such as temperature pressure and pain experiences. Here on the borderline of the subjective and the objective takes place the peculiar transformations of the psychic processes.—P. L. Krieger.

6829. Marks, Melvin R., & Ramond, Charles K. (Adjutant General's Office, U. S. Army.) A new technique for observing concept evocation. *J. exp. Psychol.*, 1951, 42, 424-429.—A task involving formation of a complex size-position concept as the basis of sorting cards into exclusive and consistent categories was presented to 152 Ss divided into two groups—"real life" (RL) situation where the task was the S's own, and a "textbook" (TB) situation in which the S was told that he was helping a described fictitious person. The TB group produced significantly more solutions and concepts at a significantly higher rate. "Solvers produced concepts at a significantly higher rate than non-solvers. Solutions and concept-evocation rate are positively and highly related. Order and frequency of vocalization of particular concepts are similar for the RL and TB groups."—M. J. Wayner, Jr.

6830. Peters, Henry N. (V. A. Hosp. North Little Rock, Ark.) Supraordinality of associations and maladjustment. *J. Psychol.*, 1952, 33, 217-225.—The author starts from a thesis of Korzybski (8: 1910) that maladjustment occurs when the abstracting process is not accompanied by consciousness of abstracting. If the individual is aware of his process of abstracting, he will descend to a more concrete level; the maladjusted person remains on a high level of abstraction. Another tendency, which was checked in this experiment, was toward supraordinate associations. 20 word associations, 10 supra- and 10 subordinate, mixed in with other types of items, were obtained from 138 students, 36 individual controls, and 72 hospital patients. Actually, there appeared a higher average supraordinate-minus-subordinate score in the hospital patient group. It is suggested that this test may be useful in selecting patients who would profit from semantic training.—R. W. Husband.

6831. Saltzman, Sidney S., & Machover, Solomon. An inquiry into eidetic imagery with particular reference to visual hallucinations. *Amer. J. Psychiat.*, 1952, 108, 740-748.—A group of 40 alcoholics (20 with visual hallucinations and 20 controls) were required to participate in fixating and non-fixating periods of homogeneous and heterogeneous stimuli in an effort to determine the relationship between eidetic and hallucinatory phenomena. Eidetic images were reported by 3 subjects in the experimental group and none in the control group. The results are considered not statistically significant and it is concluded that eidetic images and visual hallucinations are not related.—N. H. Pronko.

(See also abstracts 6881, 6885)

INTELLIGENCE

6832. Allers, Rudolph. On intellectual operations. *New Scholast.*, 1952, 26, 1-36.—In an attempt to examine the data of the intellect, part of the context of problems related to the division of intellectual operations is discussed. It is felt, however, that such discussions cannot be exhaustive or comprehensive because, although the distinction of various intellectual operations is justified, they cannot be separated. Further, the description and analysis of such intangible performances is hindered by the lack of suitable terminology and the ambiguity of the terms now available.—G. S. Speer.

6833. Ingham, J. G. (*Inst. of Psychiatry, London*). Memory and intelligence. *Brit. J. Psychol.*, 1952, 43, 20-31.—Eight memory tests, involving initial learning to a constant criterion and subsequent relearning after 30 min., were scored in terms of rate of initial learning, immediate memory recall or recognition, and saving score. Selected items from the Wechsler Bellevue Intelligence Scale were administered during the retention interval and served as a measure of *g* in later comparisons. A factor-analysis of the data led to the conclusion that a factor, other than *g*, was required to account for the correlations between the memory tests; this factor being interpreted as one influencing the retention phase of the memory process.—L. E. Thune.

6834. Meili, Richard. Expériences et observations sur l'intelligence pratique-technique. (Experiences and observations concerning practical, technical intelligence.) *Année psychol.*, 1951, 50, 557-574.—There are practical and theoretical tendencies, also practical intelligence in the sense of an aptitude which guarantees success in practical situations. With this in mind, the author has derived a test made up of a system of levers, less complicated and less difficult to interpret than similar tests. Correlation with standardized tests of intelligence and of aptitudes indicates that this test has validity. The conclusion is reached that theoretical intelligence is not opposed to practical intelligence and both may be present in the same individual.—G. E. Bird.

6835. Stoddard, George D. (*U. Illinois, Urbana*). Croissance et mesure d'intelligence. (Growth and measurement of intelligence.) *Année psychol.*, 1951, 51, 17-25.—The aptitudes of children are not directly inherited from parents, but from parents each child receives a new pattern of genes. The only way to discover if this pattern is good is the direct measurement of growth. One can predict with the same accuracy the intelligence of adopted children. Although mental tests should be revised and improved, measuring intelligence has contributed greatly to the understanding of learning and the acquisition of the human aspects of our dealing with children. To measure the growing child and compare him with others is the first step. It is also a way of orientating the child toward his betterment. What we discover, however, is not the maximum but the minimum of his ability.—G. E. Bird.

6836. Wechsler, David. (*Bellevue Hosp., New York.*) *La relation entre les aptitudes et l'intelligence.* (The relation between aptitudes and intelligence.) *Année psychol.*, 1951, 51, 27-34.—General intelligence and the sum of aptitudes are not equivalent terms. Also the aim of an intelligence test is not the evaluation of specific aptitudes, but something more general. An aptitude is the power to act in response to a given situation. Human aptitudes are useful in measuring intelligence, which is the result of complex interactions between various factors, and is not a peculiar quality of the mind, but a measure of the capacity of adaptation.—*G. E. Bird.*

PERSONALITY

6837. Bindra, Dalbir. *The case study: its place in personality research.* *Canad. J. Psychol.*, 1952, 6, 11-17.—It is concluded that case studies have scientific value only in so far as they suggest variables for investigation in experimentally or statistically controlled studies since the former are concerned with individuals rather than relationships among variables. Thus the case study is not an end in itself.—*J. W. Bowles.*

6838. Birnbaum, Ferdinand. *Über den Strukturwandel der Persönlichkeit.* (On the structural change of personality.) *Int. Z. Indiv.-Psychol.*, 1951, 20, 145-159.—Reeducation means that the individual must understand the aims he has been pursuing and must be induced to turn to new ones. To accomplish this individual psychology techniques are the opposite to the drill method. The former requires a fundamental change in the individual's attitude towards life, a new standard of self-evaluation, while the latter adds layers of intellectual evasions. Enforced action is necessary to precipitate a change, through the compulsion of the educator, doctor, etc., but introspection must accompany the enforced action so that it serves only as the beginning of a permanent process of change. Thus the effect of the educational effort, at best short-lived, serves as a basis, especially with children, for the exercise of the individual's own self-will, the feeling that he is ultimately linked with God. English & French summary.—*C. T. Bever.*

6839. de Nier, G. M. *Autour du problème de la personnalité.* (Around the problem of the personality.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 937-938.—Man is a person, endowed with value, who knows how to harmoniously unite the individual self with the social self and this way to defend its central position in the world against the internal (individualism) and external (collectivism) dangers.—*M. Choynowski.*

6840. Rhine, J. B. (*Duke U., Durham, N. C.*) *Telepathy and human personality.* *J. Parapsychol.*, 1951, 15, 6-40.—A reprint of 26: 5404.

6841. Roback, A. A. *The psychology of character.* (3rd ed.) London, Kegan Paul; Cambridge, Mass.: Sci-Art Publishers, 1952, 747 p. \$7.50.—This edition is enlarged and brought up to date by nearly

25 per cent. The discussion of psychoanalysis has been tripled. New chapters discuss personality tests, methods of trait assessment, biochemistry in personality, and character in an atomic age. The historical section has been essentially unchanged. The chapters outlining the author's own system have had some modifications.—*C. M. Louttit.*

6842. Shacter, Helen. (*Northwestern U., Evanston, Ill.*) *Understanding ourselves.* Bloomington, Ill.: McKnight and McKnight, 1952. 124 p. 70¢.—Written for secondary students, the 17 chapters of this paper bound volume on personality deal with such areas as biological and social needs, frustration and conflict, defense mechanisms, unconscious motives, fears, aggressions, psychogenic illness, and suggestions for improving one's personality. The style is popular throughout and the terminology non-technical.—*F. Costin.*

6843. Tardy, Vladimir. *Personality as the unity of opposites.* *Proc. 10th Int. Congr. Philos.*, 1948-49, 930-931.—"The mental life of a person is a battlefield for contradictory forces, nature and the body, the present and tradition, freedom and obligation, reaction and progress." The personality is a unity of bodily functions, of perception, understanding and action from earliest childhood; it is rich "in that it is receptive to many forces and because the inner man is creatively working upon them."—*M. Choynowski.*

(See also abstracts 6794, 6815, 6844)

AESTHETICS

6844. Barron, Frank, & Welsh, George S. (*U. California, Berkeley.*) *Artistic perception as a possible factor in personality style: its measurement by a figure preference test.* *J. Psychol.*, 1952, 33, 199-203.—To test an hypothesis that artists, as distinguished from non-artists, like complex-asymmetrical figures and dislike simple-symmetrical ones, figures were drawn in black ink on 3 × 5 cards. The expressed preferences bore out the hypothesis, and it also held with a second group. The authors suggest that a basis has been established for further investigation of the relationship between such artistic figure preferences and such possible causal factors as good taste, personality style, or a combination of the two.—*R. W. Husband.*

6845. Guillaume, P. (*Sorbonne, Paris, France.*) *Sur la mémoire musicale.* (Concerning musical memory.) *Année psychol.*, 1951, 50, 413-422.—The author uses his own experience in playing the piano as a background for his conclusions. The questions discussed are the qualities of musical memory, of what the reading of music consists, learning by heart, and knowing by heart. Kinaesthetic memory, through the fingers, is stressed, also the establishment of unified associations among the perceptions involved, each varying with the sensorial type and education of the individual.—*G. E. Bird.*

6846. Kučera, Otakar. *Stéphane Mallarmé.* (*Stéphane Mallarmé.*) *Rev. Psicoanal., B. Aires,*

1949, 7, 249-294.—Mallarmé reveals his sadistic anal tendencies in his poetry. His small stature, fragile almost feminine beauty, incurable timidity, proud and independent but lacking in ambition, methodical and humble—these seemingly irreconcilable characteristics describe him. Fundamentally aggressive, he mastered his sadistic impulses and their blocking resulted in a poetic expression almost diametrically opposed to its instinctive roots.—G. B. Strother.

6847. Langfeld, H. S. *Psychological aesthetics in America to-day*. *Proc. 10th Int. Congr. Philos.*, 1948-49, 523-526.—Having given some information concerning the situation of aesthetics in USA, based partly on the number of papers on psychological aesthetics in the *Psychological Abstracts*, the author describes some experimental and quantitative research in this field that has been going on in recent years, such as work of Birkhoff, Carl Seashore, Norman Meier, and Kwalwasser-Ruch among others.—M. Choynowski.

6848. Michel, André. *Psychanalyse de la musique*. (Psychoanalysis of music). Paris: Presses Universitaires de France, 1951. xii, 244 p.—This monograph presents a short bibliography of work on the psychoanalytic interpretation of music. The work starts with the Rankian notion of birth trauma as applied to art. From Rank's definition of art as "autoplastic" reproduction the author proceeds to examine musical composition involving periods of silence and resurgence as representing birth trauma and return to the maternal. Oral, anal and phallic stages are connected with the predominant use of piano, trumpet and flute respectively. A discussion along similar lines of Wagner, Bach, and German music, and of the relation of music to the other arts concludes the book.—Z. Luria.

(See also abstract 6809)

DEVELOPMENTAL PSYCHOLOGY

6849. Oppenheimer, Jane M. (*Bryn Mawr Coll., Pa.*) The development of *Fundulus heteroclitus* embryos in solutions of metrazol. *J. exp. Zool.*, 1950, 113, 65-85.—A total of 525 embryos were immersed in solutions of either 0.1% or 2% metrazol for periods of time ranging from less than an hour to 14 days. Embryos ranged between stages 6 and 34 at the beginning of treatment. Effects included, slowing of the heart beat, tonic changes in somatic musculature, hydrocephalus, abnormalities of the ear, and "a diminished staining reaction or an actual breakdown of the internal layers of the nervous system at particular regions. . . ." The last effect is discussed in terms of problems of histogenesis of the nervous system.—A. B. Shaklee.

CHILDHOOD & ADOLESCENCE

6850. Auker, Kirsten. Menarche and attending mental reactions. *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 64-65.—Abstract.

6851. Axline, Virginia M. (*Columbia U., New York.*) Observing children at play. *Teach. Coll.*

Rec., 1951, 52, 358-363.—From a free play experience with five children, the conclusion was drawn that the child brings into every situation his attitudes and concepts about himself in relation to others. In forming his values from which will stem his way of meeting life he needs stability, security and self-reliance. Parents and educators are advised to examine their own attitudes, values and personal philosophy as well as the child's perception of his world, to provide more effective relationships and experiences, so that children can utilize their abilities more constructively to establish healthy personal relationships.—G. E. Bird.

6852. Bakwin, R., & Bakwin, H. Discipline in children. *J. Pediatr.*, 1951, 39, 623-634.—Underlying the discussion is the assumption that discipline of children must be positive and serve a useful purpose and not as an outlet for the disciplinarian.—M. C. Templin.

6853. Bartemeier, Leo. Deprivations during infancy and their effects upon personality development. *Amer. J. ment. Def.*, 1952, 56, 708-711.—The effects upon adult personality of experiences during infancy are discussed with special emphasis on the role of deprivations.—V. M. Staudt.

6854. Bishop, Barbara Merrill. (*U. California, Berkeley.*) Mother-child interaction and the social behavior of children. *Psychol. Monogr.*, 1951, 65(11), No. 328. iii, 34 p.—A study based upon the direct observation of mother-child relationship when the two are left alone in a playroom for two half-hour periods and two additional half-hour sessions with a neutral adult. A scoring system for recording the behavior of both children and adults which could be simultaneously recorded in five second interval was developed. A total of 34 mothers and their children (17 boys and 17 girls) serves as the S's. Consistent behavior from first to second session was observed in both the mothers and children. The study points up "some of the relationships between mother and child, viewed in terms of stimulus-response learning theory."—M. A. Seidenfeld.

6855. Buscher, Hans. Berufsschüler und Technik. (Vocational students and technology.) *Psychol. Praxis*, 1952, 11, 33-49.—The author discusses the influence of modern technology on the personal development of vocational students and apprentices. Continued contacts with machines lead the child to interpret the world in mechanical terms without real understanding.—L. Weissenberg.

6856. Cousinet, Roger. Enquête sur ce que pensent les écoliers du jeu et de travail. (Investigation on what students think of play and work.) *J. Psychol. norm. path.*, 1951, 44, 556-568.—A total of 109 students, 8-15 years old in 5 different classes were asked to write the answers to two questions concerning their ideas of work and play. Children from 8-10 years and also older children with a lower intelligence level distinguish work and play on the basis of exterior conditions, i.e., work is class activities, helping around the house—play is everything else; children of 8-10 but with high intelligence tend

to say that work is a useful activity, play useless. Older children believe that work is a serious activity requiring application and attention, and play is a restful and easy activity.—G. Besnard.

6857. Delarue, Roland. *Technique de l'examen électro-encéphalographique chez l'enfant*. (The technique of the electroencephalographic examination of the child.) *Criança portug.*, 1951, 10, 137-141.—Although in general, electro-encephalographic techniques are the same for children as for adults, the examination of children calls for greater care. The apparatus should be camouflaged, the whole examination is to be regarded as a game, and the staff must be trained to operate rapidly. If in spite of precautions and care the register is affected by the agitations of the child, a second or third examination should be done, although if the first is unsuccessful it is likely that subsequent ones also will not be good. English summary.—R. J. Corsini.

6858. Denmark. Ungdomskommissionen. *Den Danske ungdom*. (Danish youth.) Copenhagen: J. H. Schultz A/S Universitets-Bogtrykkeri, 1951. 247 p.—This publication contains results from a statistical survey of Danish Youth carried out by the Danish Government Youth Commission appointed in 1945. It covers about 10,000 persons, equal numbers males and females, between 15 and 24 years of age, comprising about 2% of this total age group. The subjects answered detailed questionnaires and were individually interviewed by trained interviewers. The survey covers such areas as education and work, marital status, housing conditions, and particularly use of leisure, including hobbies, interests, reading, amusements, church and club membership, etc. The survey gives a comprehensive picture of the daily life of Danish postwar youth, showing considerable regional as well as social differences.—C. Hambro.

6859. Denmark. Ungdomskommissionen. *Ungdommen og arbejdslivet*. (Juvenile employment and education.) Copenhagen: J. H. Schultz A/S Universitets-Bogtrykkeri, 1952. 194 p.—This publication is a report with recommendations for the education of adolescents, a discussion of future needs, and an analysis of the present status of Danish adolescents in terms of education and employment. The Commission particularly discusses the problems raised by the rapid increase in the adolescent population caused by the heightened birthrate during the years 1940-1945. The number of 15 year-olds, which has been constant at about 60,000 during the postwar years, will reach 75,000 by 1957, and in the early 1960's will be approximately 90,000. The Commission gives detailed recommendations for the education of this group and their absorption into industrial and agricultural life.—C. Hambro.

6860. Fischer, A. E. Sibling relationships with special reference to the problem of the second child. *J. Pediat.*, 1952, 40, 254-259.—The adjustment of 26 pairs of like-sexed siblings was studied through observations of the siblings in the presence of the pediatrician-investigator and through interviewing

the mother. In 19 of the families the adjustment of the older sibling was normal while the younger sibling was disturbed. In 7 families both siblings were disturbed: 5 in which the younger sibling exhibited more frequent and intense symptoms, 2 in which the older child exhibited them. In discussing the results, possible reasons for preferential treatment of the older child are presented.—M. C. Templin.

6861. Foshay, A. Wellesley. (Columbia U., New York.) *The teacher and the children's social attitudes*. *Teach. Coll. Rec.*, 1951, 52, 287-296.—A group of teachers in Springfield, Missouri, in co-operation with the staff of Horace Mann-Lincoln Institute of School Experimentation, attempted to devise ways of studying children's social attitudes and the way they are learned in ordinary classroom situations. The process of seeking such evidence is in itself productive of good teaching and human relations. The aim was to encourage other teachers to undertake similar research. The three techniques stressed for obtaining evidence were observation, sociometrics and interpretation of stories.—G. E. Bird.

6862. Gallagher, J. R. Various aspects of adolescence. *J. Pediat.*, 1951, 39, 532-543.—The adolescent should be handled and interpreted in terms of his own age group. In order to facilitate this, growth and development, infectious diseases, health education, emotional and personality disorders, school failure, and athletics, areas which are significant for them are discussed in terms of the male adolescent.—M. C. Templin.

6863. Geiger, Th. *Fragen der Jugendbildung im Zeitalter der Technik und der Massengesellschaft*. (Problems of education in the age of technology and mass society.) *Psychol. Praxis*, 1952, 11, 63-73.—". . . no cause to fear that the world of technology makes our children unchildlike. It is only that from the beginning they are at home in it." Loss of "humanism" is largely a matter of a definition of humanism in terms of its contents during the Renaissance, instead of its general meaning as an outlook which integrated the personality while encompassing humanity at large. Youth today is closer to life than the well bred youth of 2 generations ago. With technology, mass society, with its interdependence beyond the face to face group arises.—L. Weissenberg.

6864. Gesell, Arnold. (Yale U., New Haven, Conn.) *Child vision and developmental optics*. *Année psychol.*, 1951, 50, 379-395.—Developmental optics is concerned with the ontogenesis and organization of visual functions in their dynamic relation to the total action system, and is a logical and necessary extension of visual science. Vision is an act mediated by eye and brain, but emanating from a growing action system. Specific acts of vision emerge within the total unitary pattern of the organism. Nothing less than a systematic developmental methodology can do justice to the stable and changing characteristics of vision through infancy and childhood.—G. E. Bird.

6865. Havighurst, Robert J. (U. Chicago, Ill.) **The functions of successful discipline.** *Understanding the Child*, 1952, 21, 35-38.—From an eight-year study of the development of moral character in children, Havighurst and his associates concluded that "consistency of discipline was very closely related to moral competence." Severity of discipline had no significant correlation with moral competence. The author cites the following as wholesome functions of discipline: (1) "to teach the child there is a moral orderliness in the world through the use of consistent discipline," (2) "to teach the child a reasonable degree of social conformity," and (3) "to help the child develop self-control and self-direction." He regards as unwholesome functions of discipline: (1) intimidation of the child, and (2) a mode of releasing aggression for the disciplinarian.—W. Coleman.

6866. Hayes, Dorothy T. (State Teachers Coll., New Paltz, N. Y.) **Freedom and fears in the family today.** *Understanding the Child*, 1952, 21, 39-44; 48.—To meet fear in children "parents need to be helped to gain the courage that they and their children can work through the problems of a tense age, can learn to handle fear." Instead of feeling overwhelmed with their responsibilities parents should be helped to accept themselves, to understand themselves better, and to work through their own tensions.—W. Coleman.

6867. Heyman, Karl. **Erziehung zum menschlichen Standhalten in der Technik.** (Child training towards the preservation of human qualities in the era of technology.) *Psychol. Praxis*, 1952, 11, 84-91.—The child is affected by his experience in a technological world. His comprehension of that world emphasizes the visual at the expense of the auditory. The author argues that there should be attention to sound training and experience as it is concerned with the nuances of language expression.—L. Weissenberg.

6868. Heyman, Karl. **Kind und Technik.** (Child and technology.) *Psychol. Praxis*, 1952, 11, 7-17.—Modern technology, in changing the external conditions of life, influences the development of the individual. Films, radio, and television reduce the requirements for the child's own thought content and develop a dependence on mechanical sequences of events. The author points out that the urban child who lives in a constant machine world is growing in an entirely different kind of environment than the child who lives in more natural surroundings.—L. Weissenberg.

6869. Hymes, James L., Jr. (George Peabody Coll. for Teachers, Nashville, Tenn.) **Understanding your child.** New York: Prentice-Hall, 1952. xii, 188 p. \$2.95.—This informally written book has fresh and commonsensical advice for all adults who deal with children. It focusses attention on "four of the big ideas that seem true today about youngsters": "Children grow; there is a plan to the way they grow; children want things out of life; there is some reason why". The author discusses the significance of these ideas in relation to everyday prob-

lems and crises in family living, stressing the importance of love and respect for the individual child.—M. F. Fiedler.

6870. Isambert, A. **L'école des parents.** (The school for parents.) *Criança portug.* 1951, 10, 63-69.—Mme. Lebrun-Vérine established the first school for parents in France in 1929. This school is concerned with the improvement of parenthood and by means of lecture, movies, debates and pamphlets propagates the message of mental hygiene. English summary.—R. J. Corsini.

6871. Josselyn, Irene M. (Institute for Psychoanalysis, Chicago, Ill.) **Social pressures in adolescence.** *Social Casework*, 1952, 33, 187-193.—This article is a chapter from the author's forthcoming book, *The Adolescent and His World*. In contrast to many of the primitive cultures, our society makes heavy demands upon the adolescent and at the same time fails to provide him with a preconceived and carefully outlined pattern to help him meet these demands. The social pressures upon the adolescent which result are discussed in terms of our society's emphasis upon self-development, the conflicting standards presented to children, limitations of school and free time activities, and variations in rate of maturation in different individuals.—L. B. Costin.

6872. Klatskin, Ethelyn Henry. (Yale U., New Haven, Conn.) **Shifts in child care practices in three social classes under an infant care program of flexible methodology.** *Amer. J. Orthopsychiat.*, 1952, 22, 52-61.—The philosophy of leniency in certain child care practices was reacted to differently by people from different social classes. Questionnaires returned by 229 parents participating in the Yale Rooming-in Project were analyzed for practices in the areas of feeding, toilet training, strictness of regime, and father's participation. Expected differences were found in toilet training and strictness of regime but not in feeding or father's participation. A general shift toward leniency in all classes was found. Parental child care practices are capable of modification through instruction.—R. E. Perl.

6873. Lourie, Norman V. **Discipline: a consistent, non-punitive concept.** *Child Welfare*, 1951, 30(9), 3-6.—The author maintains that the children must learn how to discipline from people, not from rules. In the effective use of such discipline, the child will eventually learn to discipline himself. He discusses the prevalence of the concept of retaliation, the necessity of some form of deprivation, and the relationships between the caseworker and the cottage parent.—S. M. Amatora.

6874. Metzger, W. **Kind und Film.** (Child and film.) *Psychol. Praxis*, 1952, 11, 18-32.—Films, presenting many things more vividly and with less work for the audience than other forms of presentation, need not be harmful, but often are because of their content. Commercial entertainment movies, the choice of newsreels, previews, and advertising shots are discussed in relation to frequent tendencies to: show crime and cruelty, lack of restraint, unrealistically

high standards of living. They are said to alter notions of privacy and tact also, and to change the relative status of various social roles in a direction which is not conducive to a well-functioning society. There have been "constructive" films which have had much appeal for the children; more can be made if demanded.—*L. Weissenberg.*

6875. Nohl, Herman. (*Hoher Weg 4, Göttingen, Germany.*) *Jugendschutz und Filmkontrolle.* (Youth protection and the control of movies.) *Sammlung*, 1952, 7, 165-168.—A recent German law regulates the presentation of movies for children. It distinguishes between movies appropriate for children up to the age of ten considering them as "youth furthering" and those appropriate for children up to the age of sixteen which are held to be "suitable for youth." Movie announcements and pictorial advertisements are also subject to control. The problem of the influence of movies upon children is discussed.—*M. J. Stanford.*

6876. Overton, E. C. A study of school children's vision. *Optom. Wkly*, 1952, 43, 405-408.—Tabulated results of a visual testing program are presented; achievement information was not available for comparison.—*D. Shaad.*

6877. Probst, Ernst. *Technik und Lebensangst.* (Technology and the experience of threat to the self.) *Psychol. Praxis*, 1952, 11, 74-83.—Threats to the self are present throughout life but the persons adjust to them. Parental threats are important in the child's development. Modern technology has decreased some threats while increasing others. The latter is especially true because it subjects individuals to influences which he cannot himself control.—*L. Weissenberg.*

6878. Reuning, Helmut. (*Goethe U., Frankfurt, Germany.*) *Wiedererkennen in Wahlversuchen mit Kindern.* (Recognition in experiments of choice with children). Johann Wolfgang Goethe U., Ph.D. dissertation, 1951. viii, 111 p.—In the experimental part of this study the question was posed whether certain phenomenal conditions have an effect upon the occurrence of recognition or not. The author says that it is possible by use of a choice method to test recognition and the development of the capacity of recognition at an early age, namely an age in which the influence of language and of experience are negligible. He used 440 children of kindergarten age in group experiments. The experimental outcome serves to prove different effects of different rows of test figures and of different critical figures. The statistical analysis of correct and incorrect choices reveals that the performance highly depends on configurational conditions in the period of learning as well as in the period of testing. The main results are supplemented by observations of the behavior of the children during the experiments and by comparison of their performances with the results of experiments with adults.—*E. Barschak.*

6879. Roudinesco, —, & Apell, —. *Les repercussions de la stabulation hospitalière sur le*

developpement psycho-moteur des jeunes enfants. (The consequences of hospital living on the psychomotor development of young children.) *Criança portug.*, 1951, 10, 71-80.—Two groups of children, ages from one to four, one group living in an institution, the other with their parents, are compared on Gesell's "global development quotient" and on elements of the Terman-Merrill Test. The institutionalized children are inferior in every respect. It is concluded that institutional treatment adversely affects infants, but the harmful effects can be compensated for, in some respects, by intensive treatment. English summary.—*R. J. Corsini.*

6880. Rudisill, Mabel. (*Duke U., Durham, N. C.*) *Children's preferences for color versus other qualities in illustrations.* *Elem. Sch. J.*, 1952, 52, 444-451.—Five types of illustrations occurring in children's books were presented in 30 sets of pairs to children in 4 schools, kindergarten thru sixth grade. Pupils checked preferences on ballots. The author concludes that the child seeks (1) to recognize content; (2) that which is more real or life-like; (3) color, in proportion to its success in increasing the impression of realism or life-likeness, after the other two conditions are fulfilled.—*S. M. Amatora.*

6881. Schuessler, Karl, & Strauss, Anselm. (*Indiana U., Bloomington.*) *A study of concept learning by scale analysis.* *Amer. sociol. Rev.*, 1950, 15, 752-762.—Tests of coin recognition, knowledge of coin equivalents, and coin value administered to 68 children from 4 to 10 years old each were scalable with no more than 10% error. Examination of the mean age levels of children and their typical errors in the 11 identified scale types suggests that concept formation gradually becomes more elaborate, systematic, complex, flexible, and non-egocentric. Variation in chronological age is more closely related to performance than variation in mental age, while no sex differences are found. The association between the three tests is analyzed.—*W. W. Charters, Jr.*

6882. Strakosch, Alexander. *Technologie als Lebenskunde.* (Technology as study of life.) *Psychol. Praxis*, 1952, 11, 50-62.—Technology threatens the child's flexibility and creativeness of thinking in relation to imaged experience. Processes of interaction with machines are one-sided compared to the more mutual and emphatic interaction with objects of nature. A difference in meaning of adaptive life-rhythms and the repetitive patterns of machines, is described in relation to the child. A chance to see natural phenomena, to watch the integration of creative human workmanship, study of great personalities and a religious atmosphere pervading the school, are recommended.—*L. Weissenberg.*

6883. Tilkin, Leonard. (*Monterey Convalescent Homes, Chicago, Ill.*) *Clinical evaluation of psychiatric disorders in the aged.* *Geriatrics*, 1952, 7, 56-58.—The diagnosis of emotional disturbance in the aged as senile dementia without a careful study of the case history and clinical picture commonly occurs. However, other types of psychiatric dis-

orders are also possible. Three cases are cited.—*G. L. Grace.*

6884. U. S. Children's Bureau. Research relating to children: an inventory of studies in progress reported May-December 1951. Supplement No. 5. Washington, D. C.: U. S. Children's Bureau, 1952. 115 p.—Abstract descriptions of research in progress, growth and development, physical health and disease, pregnancy and the prenatal period, and social, economic and cultural factors.—*C. M. Louttit.*

6885. Wallon, Henri. Les références de la pensée courante chez l'enfant. (References concerning the current thinking of the child.) *Année psychol.*, 1951, 50, 387-402.—References vary with the nature of the situations or objects, also with habits, aptitudes, tendencies or momentary interests of the individual. The period between the ages of 6 and 9 appears to be homogeneous enough in the intellectual development of the child. At 10 years a new stopping place appears, when the categorical function of the mind begins.—*G. E. Bird.*

6886. Wittenberg, Rudolph M., & Berg, Janice. The stranger in the group. *Amer. J. Orthopsychiat.*, 1952, 22, 89-97.—The role of the small group in the development of social attitudes in adolescents is examined. Young people who do not have an inner circle are very often the ones who make a heavy emotional investment in the formed group, are most conspicuous by their intense participation and not infrequently achieve what looks like popularity and acceptance. A case illustration of this kind of adolescent is presented to show that he is really a successful isolate, a stranger in his group, in spite of the manifest success and popularity.—*R. E. Perl.*

6887. Witty, Paul, & Bricker, Harry. Your child and radio, TV, comics, and movies. Chicago, Ill.: Science Research Associates, Inc., 49 p. 40¢.—The booklet discusses the following topics: the things children are exposed to in comic books, moving pictures, radio, and TV; the reasons children are attracted to them; the way parents and teachers can help children make the best use of these forms of entertainment; methods which parents and teachers can use to help boys and girls to improve their judgment so that they will choose what's good and reject what's bad. Community action which will give children a better chance to see and hear and read more wholesome and worthwhile material.—*Author.*

(See also abstracts 6692, 6763, 6835, 6976, 7055)

MATURITY & OLD AGE

6888. Allen, Edward B., & Clow, Hollis E. The psychiatrist's role in the care of the aging. *Geriatrics*, 1952, 7, 117-122.—Not only must the psychiatrist be a competent practitioner of medicine, he must also know his patients as personalities. Many persons suffering from functional mental illness after 60 can recover with proper treatment; many with organic psychoses can improve. Treatment in a controlled hospital environment is beneficial for

many cases. "... psychiatric insight can prevent distressing complications to the patient and his family."—*G. L. Grace.*

6889. Brozek, Josef. (U. Minnesota, Minneapolis.) Changes in sensory, motor, and intellectual function with age. *Geriatrics*, 1951, 6, 221-226.—"Selected recent studies on age changes during the adult years of life were reviewed. The general outline of the time course of the efficiency of the sensory, motor, and intellectual functions is well established, with many functions showing a peak in the third decade of life, slow decline during the next score of years, and a more rapid decline thereafter. This is a fairly general, but not a universal pattern. In recent years, little attention has been paid to the study of motor performance. Further research, yielding data of more direct value to the personnel manager and the production engineer, are needed in order to utilize efficiently the growing reservoir of human manpower beyond the presently imposed age of retirement." 25 references.—*G. L. Grace.*

6890. Burns, Robert K., & Brown, Leonard B. The older worker in industry. In *Lansing, A. I., Cowdry's problems of ageing*, (see 26: 6898), 983-1018.—In spite of considerable individual differences in fitness for work at all age levels, the calendar age does importantly affect employability. The authors considered the age of 45 in men and 35 in women as the lower age limit of the "older worker" group. They discuss the older worker's economic status, employment experience (varying employment opportunities in different occupational categories, greater duration of joblessness of the elderly, seniority as a criterion governing layoffs and discharges), productivity studied on the basis of industrial output records, work capacity investigated in the laboratory, and compulsory vs. selective retirement. 90 references.—*J. Brožek.*

6891. Cavan, Ruth Shonle. Personal adjustment in old age. In *Lansing, A. I., Cowdry's problems of ageing*, (see 26: 6898), 1032-1052.—A well-adjusted person is able to satisfy his needs within the system of controls and outlets provided by his culture. The maladjustment associated with aging may be crudely gauged by such criteria as the age of patients admitted for the first time to mental hospitals, rate of suicide, and frequency of certain types of criminal behavior, such as vagrancy and chronic drunkenness. For a fairly detailed description and analysis of personal adjustment in old age an inventory was developed dealing with attitudes toward health, family, friends, leisure time, organizations, work, security, religion, usefulness, and happiness. The correlations of the total score to its component parts and related life situations were examined.—*J. Brožek.*

6892. Essert, Paul L., Lorge, Irving, & Tuckman, Jacob. (Columbia U., New York.) Preparation for a constructive approach to later maturity. *Teach. Coll. Rec.*, 1951, 53, 70-76.—The need is pointed out for objective data regarding the prejudices and misconceptions concerning abilities also physical and

personality characteristics of older people. The adjustment of the individual after 55 years of age is a reflection of the kind of adjustment he has made before 55, the general attitude being related to the attitude of the aging toward themselves. Further research is suggested, including instructional materials for younger people stressing the positive aspects of aging in terms of ability. Also old age counseling is advocated. All this is especially important for more effective utilization of older workers to meet the requirements of national defense.—G. E. Bird.

6893. Galpern, Marie; Turner, Helen, & Goldfarb, Alvin. (*Home for Aged and Infirm Hebrews, New York.*) The psychiatric evaluation of applicants for a home for the aged. *Social Casework*, 1952, 31, 152-160.—This is a report of a survey of the records of 37 applicants for admission to The Home for Aged and Infirm Hebrews who were seen by a psychiatrist in the period between March, 1950, and June, 1951. Purpose of the psychiatric study and evaluation was to determine the applicant's need for institutional care and the institution's ability to provide such care. The authors conclude such psychiatric evaluation of applicants for admission about whom there is question is useful in the selection of people who will adapt well in the institutional setting.—L. B. Costin.

6894. Griffin, John J. (*Tufts Coll., Medford, Mass.*) Quasi-institutional care of the aged; a study of an old age assistance nursing home caseload; part 1. *Geriatrics*, 1951, 6, 253-260.—In order to understand the problem of providing suitable care for the post-surgical convalescent, the chronically or terminally ill and the infirm aged, an analysis of the entire nursing home caseload for the city of Somerville, Mass., during July, 1950 is presented. This sample consists of 129 persons who received old age assistance. The analysis includes the following variables: number and distribution of cases, sex and age, marital status, number of children, economic condition, duration of assistance, duration of nursing home care, previous living arrangements, classification, accommodations, rates paid by public assistance, actual rates, total assistance grants, and pathology.—G. L. Grace.

6895. Havighurst, Robert J. Roles and status of older people. In Lansing, A. I. *Cowdry's problems of ageing*, (see 26: 6898), 1019-1031.—The social status of an individual is defined as the general level of the community's evaluation of his "roles" (activities) as modified by his personal qualities. A male in American society enjoys his highest status in the period of middle adulthood, roughly from 30 to 60 years, a woman from 20 to 50 years. The lives of older individuals may be conveniently described in terms of "roles" the individuals play in 11 areas. Proportion of people over 65 fitting each role is given for a sample of 100 individuals in a midwestern town. Significant correlation was obtained between social approval scores, based on the social value of the roles played, and measures of personal adjustment.—J. Brožek.

6896. Hollender, Marc H. (*Michael Reese Hosp., Chicago, Ill.*) Role of the psychiatrist in homes for the aged. *Geriatrics*, 1951, 6, 243-250.—"The psychiatrist's role in a home for the aged is two-fold. His major function is that of an advisor and a consultant to the personnel who have daily contact with the residents. His minor function is that of a therapist for a small number of residents." Although other trained personnel may also perform these two functions, the special orientation of the psychiatrist makes him especially valuable in this setting.—G. L. Grace.

6897. Klopfer, Walter G. (*Duke U., Durham, N. C.*) The role of a clinical psychologist in a home for the aged. *Geriatrics*, 1951, 6, 404-406.—Diagnosis, research, and psychotherapy are the activities associated with the role of the clinical psychologist in a home for the aged. The Rorschach test, the TAT, and other standard tests are valuable for diagnosis and research. Intensive individual and group methods are suggested for therapy.—G. L. Grace.

6898. Lansing, Albert I. (Ed.) *Cowdry's problems of ageing: biological and medical aspects*. (3rd ed.). Baltimore: Williams and Wilkins, 1952. xxiii, 1061 p. \$15.00.—In comparison with the second (1942) edition (see 17: 94) the present volume is somewhat larger. The chapters are grouped in three sections (biological and cellular, clinical and organic, social and economic problems). The psychologists will be particularly interested in Ch. 8 (Ageing in the nervous system), Ch. 10 (The ear), Ch. 38 (Older worker in industry), Ch. 39 (Roles and status of older people), and Ch. 40 (Personal adjustment). These chapters are abstracted separately (see 6710, 6770, 6890, 6891, 6895). W. R. Miles' chapter on psychological aspects of ageing is missing. Ch. 9 (Eyes) has been carried on unchanged.—J. Brožek.

6899. Pan, Ju-Shu. Social characteristics of respondents and non-respondents in a questionnaire study of the aged. *Amer. sociol. Rev.*, 1950, 15, 780-781.—Questionnaire respondents selected by superintendents of 26 institutional homes for the aged are biased in favor of younger age, better education, better health, and other social characteristics when compared with random samples of the institutional populations. Residents of homes in which superintendents were willing to distribute questionnaires are less nervous and better adjusted but less happy (based upon superintendent's ratings of randomly selected residents of the homes) than residents of homes in which superintendents were unwilling to cooperate.—W. W. Charters, Jr.

6900. Preston, George H. *Should I retire?* New York: Rinehart, 1952. 181 p. \$2.50.—Happiness in retirement depends more on personality than on physical health or financial status. The 4 incentives to work are shelter, habit, status, and achievement. Overwork does not lead to happy retirement. Interest, curiosity, expectation, flexibility, spectator participation, feeling of usefulness, Journey Pride, are ingredients of Retirement Mind-

edness and prevent premature rigor mortis. Happy retirement without an appreciative audience is impossible. A wise balance between neglect and coddling is required of adult children of retiring parents.—*D. Prager.*

6901. Tibbitt, Clark, (Ed.) *Social contributions by the aging.* *Ann. Amer. Acad. polit. soc. Sci.*, 1952, No. 279. 258 p.—A series of essays by professional people in government, universities, and community service organizations on the needs and capacities of aging people in regard to the productive economy and cultural life of the community. Physiological, social and psychological aspects of the problems of maintenance of the capacity for social contributions are discussed.—*M. M. Berkun.*

(See also abstracts 6710, 6981, 7186)

SOCIAL PSYCHOLOGY

6902. Alexander, Franz. *Frontiers in psychiatry.* In *Frontiers in medicine; the march of medicine*, 1950. New York: Columbia University Press, 1951 p. 3-24.—Every social organization is based upon childish dependence and the parental instinct to care for progeny. Judicious distribution of parental favors and filial duties is the basis of the later sense of justice. Behind his civilized veneer man harbors an asocial nucleus more destructive than the atomic nucleus. Emotionally significant events of early life determine socially pertinent characteristics of the individual. Social organizations and social institutions determine parental attitudes and basic personality structure. *Frontiers in psychiatry* include the development of a valid science of sociodynamics.—*D. Prager.*

6903. Cavanaugh, Joseph A. (*U. Washington, Seattle.*) *Formulation, analysis and testing of the interactance hypothesis.* *Amer. sociol. Rev.*, 1950, 15, 763-766.—Groups of persons interact more if they are large and near together than if they are small and far apart. This hypothesis is tested by correlations between the number of observed interactions, such as number of automobiles or persons entering national parks, cities, or states, from various points of origin, and the number of expected interactions based on the population and distance of the points of origin. 70% of 27 correlations between observed and expected interaction are above .80.—*W. W. Charters, Jr.*

6904. Faris, Robert E. L. (*U. Washington, Seattle.*) *Social psychology.* New York: Ronald Press, 1952. vii, 420 p. \$5.00.—This text aims "to show the essential unity of the knowledge that has been acquired in the field rather than one particular school of thought." The opening chapter orients the student to the field of social psychology while the following 13 chapters cover: motivation, the meaning of consciousness and unconsciousness, and their emergence from social interaction; social determinants of learning, perception, memory, attitudes, and beliefs; social factors in ability; primary groups; social roles and status; and personality disorganiza-

tion. The final chapter surveys briefly some highlights in the history and methodology of social psychology.—*F. Costin.*

6905. Germani, Gino. *Una decada de discusiones metodologicas.* (A decade of methodological discussions.) *Notas Informac. Cien. soc.*, 1951, 2, 67-78.—The author reviews 106 publications on methods in the social sciences published in Latin American literature between 1940 and 1950.—*C. M. Louttit.*

6906. Golovensky, David I. (*New York U.*) *The marginal man concept; an analysis and critique.* *Soc. Forces*, 1952, 30, 333-339.—An analysis and critique of a frequently used sociological concept, which concludes that marginality as an attribute of individuals is valuable, valid and empirically measurable, whereas applied to minority groups and people the concept loses meaning and gives rise to "fruitless speculation."—*B. R. Fisher.*

6907. LaForgue, René. *L'Echec dans la vie des hommes et des peuples.* (Defeat in the lives of men and nations.) *Psyché*, 1952, 7, 81-97.—The roles of the ego and the super ego are active ones not only at the individual level but also at the collective level; their interaction can cause men as well as nations to go down into defeat. It is the duty of the psychoanalyst to apply his knowledge toward helping not only the readjustment of individuals but also that of entire nations.—*G. Besnard.*

6908. Levine, Jacob (*V. A. Hospital, Newington, Conn.*), & Butler, John. *Lecture vs. group decision in changing behavior.* *J. appl. Psychol.*, 1952, 36, 29-33.—29 supervisors were randomly divided into three groups of 9, 9, and 11. In one group a 1.5 hour lecture on the technique and theory of merit rating was delivered, and questions were answered. In the second group there was a group discussion of the problem of rating the job rather than the man and how to resolve it. The third group was the control group and received no instruction. The objective of the instructions was to reduce the tendency of the supervisors to rate certain workers high simply because they were on highly skilled jobs. The "before" and "after" mean ratings for each of the three groups were compared to measure the effects of the different kinds of instruction. There was some reduction in ratings in the lecture group but a greater reduction in the discussion group. There was virtually no change in the control group.—*W. H. Osterberg.*

6909. Leys, Wayne A. R. *Ethics for policy decisions.* New York: Prentice-Hall, 1952. xiii, 428 p. \$4.75.—This text bridges the gap between philosophical ethics and the policy decisions of business and government. Part 1 contains 11 chapters devoted to critical questions as they have been developed in the various systems of ethics. Part 2 consists of 11 chapters dealing with policy studies drawn from the fields of government, public education, politics, and business.—*P. E. Lichtenstein.*

6910. Mallart, José. *Disposición de la mentalidad mundial para las aplicaciones sociales de la psicotécnica.* (The world's attitude toward social

applications of psychotechnics.) *Rev. Psicol. gen. apl., Madrid*, 1951, 6, 31-39.—Psychotechnics have already rendered great service in bringing order to the problems of individual aptitude appraisal. The new challenge is in determining the aptitudes of nations so that suitable specialities will develop within the various nations. The peril of war will remain until each of the family of nations undertakes the mission which accords with its natural aptitudes.—*G. B. Strother.*

6911. Mendieta y Nuñez, Lucio. *Teoría de los agrupamientos sociales (La mecanización social)*. (Theory of social groups (Social mechanization).) Mexico: Instituto de Investigaciones Sociales, Universidad Nacional, 1950, 260 p.—This work discusses the effects of social mechanization on the individual and society. Four types of social groups are distinguished—3 more or less natural, and the 4th artificially designed. This latter group is the basis of the functional integration of modern society. However, such groups make for the depersonalization of the individual, and the society tends toward totalitarianism.—*R. D. Walk.*

6912. Michener, Charles D., & Michener, Mary H. *American social insects: a book about bees, ants, wasps, and termites*. New York: D. Van Nostrand Co., Inc., 1951. xiv, 267 p. \$6.00.—A detailed description of the lives and habits of American social insects. The book is divided into six parts: The nature of social insects; Hornets and other wasps; The bees; The ants; The termites; Societies and their parasites. 109 illustrations, 30 in color. 105-item bibliography. Glossary.—*M. J. Wayner, Jr.*

6913. Rabaud, Étienne. *Sociétés humaines et animales*. (Human and animal society.) *Année psychol.*, 1951, 50, 263-273.—The study of human and animal society offers reciprocally useful clues. A crowd is motivated by an external influence to which each individual submits separately. The more durable group is a society, in which the individual preserves his autonomy and feels responsible to his neighbors, but only so far as he finds it advantageous.—*G. E. Bird.*

6914. Rapoport, Anatol. *How relative are values?* *Etc. Rev. gen. Semant.*, 1951, 8, 180-192.—The changes produced following the industrial revolution in accepted social values have resulted in particular emphasis being placed on technological progress. The stress has been that science cannot prefer one set of values over another. The author questions this and points out that all known cultures have certain basic values such as the need for physical survival, security, and the like. Specific cultural values can be evaluated in terms of these basic needs.—*M. J. Maloney.*

6915. Rashevsky, Nicolas. (U. Chicago, Ill.) *From mathematical biology to mathematical sociology*. *Etc. Rev. gen. Semant.*, 1951, 8, 94-109.—A science generally begins with the accumulation of factual knowledge through observation. This permits the formulation of hypotheses which can be checked by experiment. Mathematical statement of

hypotheses is desirable, since it permits quantitative predictions, which can be more adequately checked. The mathematical biology of the central nervous system now includes findings contributing to a theory of learning, on various emotional processes, etc. It seems now possible to develop equations governing the interaction of individuals, and proceed to the creation of a mathematical sociology.—*M. J. Maloney.*

6916. Sewell, Walter E. (State U. Iowa, Iowa City.) *The structure of leadership*. *Milit. Rev., Ft. Leavenworth*, 1952, 32, 62.—A brief summary of "the basic fundamentals upon which leadership in the United States Army rests at the present time." Character, capability, motives, intent, knowledge, and skill are considered as essential traits of the leader, plus his ability to influence and establish confidence in those "led."—*M. A. Seidenfeld.*

6917. Thompson, Laura. *Operational anthropology as an emergent discipline*. *Etc. Rev. gen. Semant.*, 1951, 8, 117-128.—Anthropology in the past has been largely descriptive. Applied anthropology—the attempt by anthropologists to solve social problems in the field—is conceived as "social engineering" rather than "research." Social engineering of this sort is criticized as dealing with superficial data, as being manipulative, and as failing to deal with "long-range problems involving the whole ecological web of life, including man." By contrast, operational anthropology typically deals with long-range problems, involves insight into the dynamic structure of human problems, is cross-disciplinary in approach, and tends to develop goals out of the phenomena under investigation. 33 references.—*M. J. Maloney.*

6918. Toby, Jackson. (Rutgers U., New Brunswick, N. J.) *Some variables in role conflict analysis*. *Soc. Forces*, 1952, 30, 323-327.—Among the institutionalized mechanisms in our society for minimum control of role conflicts are: hierarchies of role obligations, the accident as a legitimate excuse for noncompliance with the demands of a role, etiquette as ritual, tact (as legitimate deception), and the segregation of roles.—*B. R. Fisher.*

6919. von Wiese, Leopold. *Die Sozialwissenschaften und die Fortschritte der modernen Kriegstechnik*. (The social sciences and advances in the technique of modern war.) *Abh. Geistes-Sozialwiss. Klass.*, 1950, No. 16, 13 p.—Justifiable fears stem from modern war techniques and stress the duty of sociology, psychiatry, psychology, and history to seek a solution. Handicaps are ignorance of social determinism and the possibility of understanding group behavior, placing individual and group regulation on the same level, and underestimation of the collective ego. Research must first determine the social faults which lead to exaggerated demand for warfare techniques, and then uncover methods to reduce the related dangers. Such research is now feasible, but must be undertaken quickly.—*R. Tyson.*

(See also abstracts 6662, 6670, 7070)

METHODS & MEASUREMENTS

6920. Cottrell, Leonard S., Jr. (Cornell U., Ithaca, N. Y.) Some neglected problems in social psychology. *Amer. Sociol. Rev.*, 1950, 15, 705-712.—Points out the principal unsolved problems and significant research questions in the areas of empathic responses, the self, the situation, and motivation in social psychology.—W. W. Charters, Jr.

6921. Murdock, George P. (Yale U., New Haven, Conn.) Feasibility and implementation of comparative community research; with special reference to the human relations area files. *Amer. sociol. Rev.*, 1950, 15, 713-720.—Scientific study of informal social control, one of the most important fields of investigation in the social sciences, can proceed most effectively in small communities if the informal processes are extricated from the formal processes of law, coercion, and sanctions. This extrication is accomplished through comparative studies of communities in which social control is uncomplicated by political controls. The author describes the values of the Human Relations Area Files for such comparative studies.—W. W. Charters, Jr.

6922. Powell, Norman John. (College of the City of New York.) *Anatomy of public opinion*. New York: Prentice-Hall, 1951. xi, 619 p. \$5.50.—A textbook on public opinion covering the methodology of public opinion measurement, the principal elements in the establishment of public opinion through press, radio, motion pictures and television. Considerable space is allocated to the consideration of propaganda, its bases, propositions and applications. A final chapter is devoted to the "role of public opinion" in a democracy. An extensive bibliography provides ample orientation to the literature of the field, further amplified by brief annotations. Projects and questions are also included for each chapter. It is both extensive and intensive in the coverage of the subject matter.—M. A. Seidenfeld.

CULTURES & CULTURAL RELATIONS

6923. Brown, Francis J., & Roucek, Joseph S. (Eds.) *One America: the history, contributions, and present problems of our racial and national minorities*. 3rd. ed. New York: Prentice-Hall, 1952. xvi, 764 p. \$5.00.—There are 51 contributors to the 3rd edition of this work (see 19: 3056). Part I discusses the nature and status of minorities. 44 sections in Part II describe as many social and nationality groups. The remaining 3 parts include chapters concerned with activities of minority groups, social and cultural conflicts and education, and trends toward cultural democracy in America. 20 pages of demographic tables; 20-page list of films; 45-page bibliography.—C. M. Louttit.

6924. Fervel, J. *Réflexions sur la circoncision*. (Thoughts on circumcision.) *Psyché*, 1952, 7, 98-102.—The meanings of and reasons for circumcision among certain tribes of Arabs and Jews in Africa vary. The belief of the myth of Lillith is quite prevalent among certain Jewish tribes.—G. Besnard.

6925. Fulk, Byron E., & Harrell, Thomas W. (U. Illinois, Urbana.) Negro-White Army test scores and last school grade. *J. appl. Psychol.*, 1952, 36, 34-35.—Scores for Negroes and Whites on the Army General Classification Test in World War II were obtained from part of the Air Force Service Command. The White sample includes 2174 scores, the Negro sample 2010 scores. They are compared in terms of the means, the standard deviations, and the per cent of overlap. The groups were subdivided in terms of school grade completed and comparisons made at each level. Results show that mean scores of Whites exceed those of Negroes at each level. The rosters which provided the data contained no indication of the soldier's place of birth or home address, consequently no information concerning possible differences due to regional origin or quality of schooling can be derived.—W. W. Osterberg.

6926. Hertzler, J. O. (U. Nebraska, Lincoln.) Some tendencies toward a closed class system in the United States. *Soc. Forces*, 1952, 30, 313-323.—Analysis of certain census-type and survey response data lead to the tentative conclusion that "the American Dream is becoming less real for many people. . . . The strata are becoming more rigid; the holes in the sieves are becoming smaller."—B. R. Fisher.

6927. Hill, Mozell. (Atlanta U., Atlanta, Ga.), & McCall, Bevoe C. Social stratification in "Georgia Town". *Amer. sociol. Rev.*, 1950, 15, 721-729.—From a tabulation of Indexes of Status Characteristics for all 5,000 inhabitants of a southern bi-racial community, the Negro and white class structures are described and compared with the class structures of "Yankee City," "Jonesville," "Old City," and an all-Negro community in Oklahoma. Relationships of class level to education and to skin color of Negroes also are shown for the population of the Georgia community.—W. W. Charters, Jr.

6928. Kahn, Lessing A. (Johns Hopkins U., Baltimore, Md.) The organization of attitudes toward the Negro as a function of education. *Psychol. Monogr.*, 1951, 65(13), No. 330, 39 p.—A research designed to determine "whether the structure of verbalized attitudes toward the Negro is a function of a respondent's level of formal education." Using 700 adult subjects, half of whom were relatively well educated and the other half who had not gone beyond the 8th grade, the author found that (1) the organization of attitudes toward the Negro was essentially the same in both groups; (2) there was a general factor and two group factors; (3) the general factor was provisionally identified as "threat" and was present to the same degree in both experimental groups; (4) the less well educated group exhibited greater hostility toward the Negro.—M. A. Seidenfeld.

6929. Oman, Milton, & Tomasson, Richard F. (U. Illinois, Urbana.) Disparities in visualizing social norms. *Soc. Forces*, 1952, 30, 328-333.—Knowledge of norms affects the distribution of con-

formity behavior. Disparities in knowledge of rules governing conduct of sales personnel were measured in two stores, both parts of national chains. Salespeople and supervisors (and salespeople among themselves) showed differences in perception of what the norms were, what the consequences of rule violation were, and what the frequencies of violation were. "Factors relevant to the disparities" are considered.—*B. R. Fisher.*

6930. Ombredane, André. (U. Brussels, Belgium.) *Principes pour une étude psychologique des noirs du Congo Belge.* (Principles for a psychological study of the blacks of the Belgian Congo.) *Année psychol.*, 1951, 50, 521-547.—By observation of behavior, and performance tests, a comparative study was made of blacks and whites. Much difference exists. How these differences should be classified and what are the factors at work, also in what measure they can be overcome, present many problems. The topics discussed include customs, motivation, organic needs, demands of the environment, recompense, sanction, expenditure of energy in work demanded by the environment, individual resources, and learning capacity. Further research is suggested regarding parallel psychological studies of relatively isolated and illiterate European countries.—*G. E. Bird.*

6931. Riesman, David; Denny, Reuel, & Glazer, Nathan. *The lonely crowd; a study of the changing American character.* New Haven: Yale University Press, 1950. xvii, 386 p. \$4.00.—Static, growing, and declining populations influence the social characters of members of those populations. The typical character in a declining population state is "other-directed," and this is considered the status in America today. This means that individuals, especially middle or upper class, need approval by contemporaries. The 3 parts of this book are devoted to a discussion of the population character phases in different civilizations, assesses political behavior of the "other-directed" man, and considers the relation between adjustment and freedom, with an emphasis on the need for creative use of leisure.—*S. M. Elam.*

6932. Seidenberg, Robert. *The sexual basis of social prejudice.* *Psychoanal. Rev.*, 1952, 39, 90-95.—People may persecute or be persecuted simply because they are members of another group. Prejudice is derived from the feeling that the other group may jeopardize the repression of, and at the same time gratify, the incestuous drive. Persecution is a depreciation of the sexual object to facilitate deception. Also, castration is displaced to the persecuted.—*D. Prager.*

6933. Sinha, T. C. *A psychological study of colour preference of the Garos.* *Samiksha*, 1951, 5, 75-120.—A color preference study was made of a primitive aboriginal group, the Garos. The intention was to find out what prompted particular colors. The free association method was employed to this end. It is concluded that the largest number of cases indicate a strong repressed Oedipus tendency

which prompted them to select blue as the best color.—*J. W. Bowles.*

6934. Stokvis, B. *The significance of the collective guilt complex in antisemitic aggression.* *Proc. 10th Int. Congr. Philos.*, 1948-49, 127-129.—Arnold Zweig reduced animosity between communities to the emotional complex called the "differential affect", which, in its turn, leads to the "central affect." The author defines the differential affect as "the emotional complex accompanying the realization, in a hostile spirit, of the difference between one's own Ego and someone else," and the central affect as "the emotional complex which arises as a reaction to this experience, and which creates a sense of superiority relatively to the other person." Any group may become an object of persecution and when the discriminating measures against the minority have been passed, the ideal Ego-function, accompanied by feelings of guilt, begins to act in the minds of those who either passively agreed or completely failed to react.—*M. Choynowski.*

6935. Turner, G. H., & Penfold, D. J. (U. Western Ontario.) *The scholastic aptitude of Indian children of the Caradoc Reserve.* *Canad. J. Psychol.*, 1952, 6, 31-44.—By total group and by age groups the Indian children have a significantly lower scholastic aptitude than a comparable group of white children. The abilities of the Indians and whites cover much the same range and superior Indian children are above the average whites. The importance of environmental differences is pointed to.—*J. W. Bowles.*

6936. Zborowski, Mark, & Herzog, Elizabeth. *Life is with people; the Jewish little-town of eastern Europe.* New York: International Universities Press, 1952. 456 p. \$5.00.—Presents a study of the culture of the shtetl, the small-town Jewish community of eastern Europe and attempts to show the special ways in which these people met problems common to mankind. The methods of study worked out in the Columbia University Research in Contemporary Cultures were employed, but the exposition combines anecdote, quotation, and biographical detail. 59-item bibliography; glossary of Yiddish words and phrases.—*A. J. Sprow.*

SOCIAL INSTITUTIONS

6937. Bierstedt, Robert. (U. Illinois, Urbana.) *An analysis of social power.* *Amer. sociol. Rev.*, 1950, 15, 730-738.—Social power is defined as latent force; force means the application of sanctions, a process which has the effect of reducing or eliminating the alternatives to social action of a person or a group. Force is manifest power; authority is institutionalized power. The author differentiates power from prestige, influence, dominance, and rights and describes its incidence in formal and informal organizations as well as in the unorganized community.—*W. W. Charters, Jr.*

6938. Brenner, Arthur B. *The covenant with Abraham.* *Psychoanal. Rev.*, 1952, 39, 34-52.—The rigid repression of primal horde oedipus sub-

ject-matter in Judaic religion calls for constructive release of the repressed to avoid severe psychopathology. Hebraism denies the possibility of father-murder by making God incorporeal and eliminates incest by giving God no female consort. In the covenant made by God with Abraham, Father-God explicitly sanctions adult sexuality for His sons as well as allowing Abraham and his seed to possess the land (mother). Circumcision (castration) feminizes the Hebrews, thus eliminating mother, so that Israel can effect rapport with Father-God by symbolically taking mother's place.—*D. Prager.*

6939. de Sola Pool, Ithiel. Symbols of democracy. *Stanford U., Calif.*: Stanford University Press, 1952. xi, 80 p. (Hoover Inst. Stud., Ser. C: Symbols No. 4.)—Content analysis of trends in the ideology of democracy is employed to measure the popularity and the change in meaning of the symbol of democracy. Because democracy has no single referent or meaning but rather represents a constellation of ideas, use is also made of other symbols relating to (1) representative government, (2) freedom, and (3) allegiance to the people. Judgments expressed about democracy are strongly favorable, irrespective of the practice in a given country. Both wars in their net effect have served to increase attention to democracy, but this increase is not necessarily related to actual combat. Equations for the computation of the functional relationships between the frequency of one symbol, democracy, and other symbols in the context in which it appears is discussed as a possible approach to empirical and quantitative studies of meaning.—*E. L. Gaier.*

6940. de Sola Pool, Ithiel. Symbols of internationalism. *Stanford U., Calif.*: Stanford University Press, 1951. 73 p. (Hoover Inst. Stud., Ser. C: Symbols, No. 3.)—Editorial output of the great "prestige" newspapers in the 5 major powers was used as a sample for comparison of trends in international attitudes, as well as to test the hypotheses (1) that a high degree of reciprocity exists in the hostility or friendship between any two powers; (2) that a high correlation exists between changes in hostility and friendship; and (3) that quick response exists between one power and another. Editorials in the "prestige" papers appear to be a good index of expression of elite public opinion in foreign affairs. Hostility to the outside world appears to be a function of insecurity. As a world power declines in world position, the editorials coming from it tend to become more critical of the outside world.—*E. L. Gaier.*

6941. Duvall, Sylvanus M. (George Williams Coll. Chicago, Ill.) *Men, women, and morals.* New York: Association Press, 1952. xvi, 336 p. \$3.75.—This book is "concerned primarily with morality, that is, the effects of sexual intercourse upon people." The text is divided into four sections: Where are we now; How sex conduct affects people; Sex morality in specific situations; and Sex morality in large contexts. A manifesto on sex standards and a summary are in-

cluded in the appendix. 12-page bibliography.—*M. J. Wayner, Jr.*

6942. Garma, Ángel, El origen de los vestidos. (The origin of clothing.) *Rev. Psicoanal., B. Aires*, 1949, 7, 191-220.—The study of pregnancy dreams demonstrates that clothing represents the fetal membrane and that clothing originated as a substitute for the fetal membrane. Clothing also has a maternal significance in some cases. In its later evolution, clothing has acquired other meanings following the development of the libido and the social and personal experiences of the individual.—*G. B. Strother.*

6943. Landis, Judson T. (U. California, Berkeley.), Poffenberger, Thomas, & Poffenberger, Shirley. The effects of first pregnancy upon the sexual adjustment of 212 couples. *Amer. sociol. Rev.*, 1950, 15, 766-772.—Questionnaire study of student couples who had recently gone through their first pregnancy to discover the effects of pregnancy on sexual desire and adjustment and the effects of fear of pregnancy, lack of confidence in contraceptives, and the health of the wife on sexual adjustment.—*W. W. Charters, Jr.*

6944. Lasswell, Harold D., Lerner, Daniel, & de Sola Pool, Ithiel. The comparative study of symbols. An introduction. *Stanford U., Calif.*: Stanford University Press, 1952. v, 87 p. (Hoover Inst. Stud., Ser. C: Symbols, No. 1.)—The most practical method of surveying politically significant communication for any historical period on a global scale is to count the occurrence of key symbols and clichés in the flow of political statements. Key symbols can be classified as those referring to persons and groups (symbols of identification), to preferences and volitions (symbols of demand), and to assumptions of facts (symbols of expectation). That the flow of symbols is an integral part of the flow of world and historical events is discussed within a methodological framework of content analysis. This is the first of a series of studies "describing ideological trends and changes in political vocabulary from 1890 to the present."—*E. L. Gaier.*

6945. Thelan, Herbert A. (U. Chicago, Ill.) *Social process versus community deterioration.* *Group Psychother.*, 1951, 4, 206-212.—A citizen action program under way in the south side of Chicago for the past two years centers around the meeting of neighbors within their own block. Personal-social needs are gratified, panic and anxiety are reduced and intelligent behavior substituted, working relationships are established, community solidarity through problem-solving is advanced, and recognition is gained of factors outside the neighborhood. An effort is made "to select and reinforce those interactions which tend in the right direction of community improvement and to inhibit or repress those interactions which tend in the bad direction of community deterioration."—*V. Johnson.*

6946. Wittels, Fritz. A contribution to a symposium on religious art and literature. *J. Hillside Hosp.*, 1952, 1, 3-6.—Manuscript prepared by Mrs. Poldi Goetz-Wittels from notes left by Dr. Wittels.

Prophetic and dogmatic religion can be understood psychoanalytically as the polarity of hysteria and compulsion neurosis. The ecstatic founders of religion are seen as hysterical in type; the institutional organization of churches, however, requires obsessional discipline and ceremonial. Religion channels the constructive tendencies of our instinctual life into art and literature, but it does not chain our instinct of aggression securely enough.—C. T. Bever.

LANGUAGE & COMMUNICATION

6947. Embler, Weller. (Cooper Union, New York.) *Metaphor and social belief. Etc. Rev. gen. Semant.*, 1951, 8, 83-93.—Behavior is regarded as a function of language: "We can say with some assurance that language develops out of social conditions and in turn influences social behavior." Implicit in the metaphors of creative writers, we may see the philosophy of a generation, a society, a civilization. Although the metaphors of writers state similarities rather than identities nevertheless these metaphors, when they are new and especially pointed, tend to be taken literally, as statements of fact. This tendency, with respect to social and political metaphors, is dangerous. In general, we need to stress in our thinking, not similarities, but the knowledge of differences and relationships.—M. J. Maloney.

6948. Hassol, Leonard; Magaret, Ann, & Cameron, Norman. (U. Wisconsin, Madison.) The production of language disorganization through personalized distraction. *J. Psychol.*, 1952, 33, 289-299.—Language disorganization, in response to self-induced verbal distraction, was studied in 16 male and 16 female college students. Half the S's composed a 5-minute TAT story, which was recorded and then played back to them thru earphones, while they attempted to compose a second story around the same stimulus card. The remainder acted as controls, merely composing two stories successively around the same TAT stimulus card. Results: significantly more scattered speech with the self-induced distraction than without it; significantly more meaningful stories produced with distraction than without it; no significant trend for scatter to increase with time, and no distraction-fatigue effects obtained; no differential susceptibility to scatter appeared between the sexes; the experimental conditions were the prepotent factor in the production of scatter.—R. W. Husband.

6949. Meyer, Justus. Language as a biological phenomenon. *Proc. 10th Int. Congr. Philos.*, 1948-49, 951-954.—"There can be no doubt upon the thesis that the faculty of speech developed gradually in *Homo* or one of his nearest relations in much the same way as other biological functions and that this faculty has to be considered as 'an instrument adapted to some practical purpose, i.e.: a teleological phenomenon'."—M. Choynowski.

6950. [Murphy, Gwendolyn, & Angelo, Patricia W. (Comp.)] *Psychological warfare in support of military operations: a bibliography of selected materials with annotations.* Washington, D. C.: U. S.

Dept. State, Division of Library and Reference Services, 1951. 25 p. (Biblio. No. 59).—The annotated entries include materials on psychological warfare pertaining to military operations with particular emphasis on World War II but with reference to earlier and later periods.—C. M. Louttit.

6951. Neumann, Friedrich. (Keplerstrasse 11, Göttingen, Germany.) *Der Mensch in der Sprache.* (The person as expressed in language.) *Sammlung*, 1952, 7, 80-92.—Language is considered by the author a necessary means for sensing inner and outer experiences. Without language, consciousness is not effective. Although the animal possesses a "language" it does not experience through it as man does. Where language ceases to be, human comprehension does not exist any longer.—M. J. Stanford.

6952. Révész, G. *L'origine et la préhistoire du langage.* (The origin and the prehistory of language.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 947-950.—In this paper are discussed in turn (1) theories of the origin of language, (2) the theory of contact, (3) the theory of functions of the language, (4) the stages of the evolution of the phonetic forms of the communication, and (5) the importance of the theory of contact for the history of the language, the psychology of evolution and the early history.—M. Choynowski.

6953. Thompson, Loring M. (U. Chicago, Ill.) *Meaning in space. Etc. Rev. gen. Semant.*, 1951, 8, 193-201.—The fundamental principles involved in preparing and interpreting graphs, charts, diagrams, etc., though simple, are little known. Where the meaning of words in a spoken or written language is judged largely in terms of verbal context, words in graphic language appear in a spatial, two-dimensional context. The basic grammatical rule of a graphic system is "that on each chart the same consistent pattern for locating symbols be employed over the entire chart." The chief virtue claimed for graphic language is that it facilitates an understanding of relationships and structure.—M. J. Maloney.

6954. van Haeft L. *La pensée et le langage.* (Thought and language.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 941-943.—The problem of the relations between thought and language seems not to be satisfactory from the philosophical point of view (1) owing to the different ways of stating it (logical, grammatical, psychological, psychopathological), and (2) owing to the too indeterminate and too narrow conception of two terms of the relation. Therefore language ought to be taken in the most wide and general sense, and thought ought to be immersed in the whole consciousness. Both language and consciousness are intentional and this idea of intentionality is a key to the understanding of the relation of thought and language.—M. Choynowski.

6955. von Foerster, Heinz. *Cybernetics; circular causal and feedback mechanisms in biological and social systems.* New York: Josiah Macy, Jr. Foundation, 1952, xx, 240 p. \$4.00.—Experts in many fields were brought together to discuss the means, methods and problems of communication.

Discussions centered about the following topics: Communication patterns in problem-solving groups, Alex Bavelas; Communication between men: the meaning of language, Ivor A. Richards; Communication between sane and insane: hypnosis, Lawrence S. Kubie; Communication between animals, Herbert G. Birch; Presentation of a maze-solving machine, Claude Shannon; In search of basic symbols, Donald M. MacKay. Appendix I: The nomenclature of information theory, Donald M. MacKay. 92 references are included in Appendix II.—M. J. Wayner, Jr.

6956. Whatmough, Joshua. (*Harvard U., Cambridge, Mass.*) Natural selection in language. *Sci. Amer.*, 1952, 186(4), 82-84; 86.—Using historical linguistics, structural analysis, and recent developments in the mathematics of communication by Zipf, Shannon, and Wiener, a theory of the selective variation of language is proposed. "[Language] . . . is a form of behavior of the human organism, and it represents a form of adaptation of certain human organs to specific ends. Languages yield under the pressure of external forces; they either die out or are adapted to the new environment . . . language strives toward equilibrium. The telephone engineer has not only found evidence of statistical regularity in language, but has provided us with an elegant and rigorous mathematical proof that the probabilities of choice in the selection of successive speech elements in modern English and other languages depend on the information conveyed."—G. L. Grace.

(See also abstracts 6826, 6875)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

6957. Bettelheim, Bruno. (*U. Chicago, Ill.*) Mental health and current mores. *Amer. J. Orthopsychiat.*, 1952, 22, 76-88.—With growing emphasis on problems arising from the clash between the individual and society it becomes obvious that it is not enough to help the individual meet the demands of society; one must also reshape certain features of our society which seem to impede mental health. Some cultural factors are discussed which illustrate how certain "middle class" values in our society represent matter-of-fact mores which may actually impede mental health.—R. E. Perl.

6958. Curran, Charles A. (*St. Charles Coll. Sem., Columbus, O.*) Counseling in Catholic life and education. New York: Macmillan, 1952. xxvi, 462 p. \$4.50.—Following an introduction on why counseling is necessary, this book's 5 parts consider the virtue of counsel and counseling skill, the process of personal integration through counseling, the skill of the counselor, the approach to counseling, and conclusion: counseling and virtue. The author coordinates the results of his investigation with the Thomistic synthesis. 11-page bibliography; glossary.—A. J. Sprow.

6959. Headlee, Raymond. An analysis of 271 consecutive cases seen by a psychologic service unit

in Milwaukee. *Wisc. med. J.*, 1951, 50, 161-167.—This is an analysis of cases seen at a private clinic. The purpose of the analysis is to "clarify (1) just what motivations existed for referrals; (2) what was actually done; and (3) how to evaluate the service in terms of specific objectives." 24 of the cases are described briefly in order to illustrate some of these purposes.—F. Costin.

6960. Konopka, Gisela. (*U. Minnesota, Minneapolis.*) The role of the social group worker in the psychiatric setting. *Amer. J. Orthopsychiat.*, 1952, 22, 176-185.—Education for social group work is described as graduate training in understanding individual dynamics, group dynamics, and in skills in working with groups and in the conscious use of self. Some group workers have their second-year field placement in a clinical setting. The role of the group worker in child guidance clinics and mental hospitals is clarified by the presentation of job descriptions.—R. E. Perl.

6961. Levy, Bernard. (*V. A. Hosp. Canadaigua, N. Y.*) A critical evaluation of the matching method. *Psychol. Newsltr.*, 1952, No. 36, 1-5.—A discussion of the positive and negative aspects of matching as a method for testing hypotheses dealing with clinical procedures. Vernon, Rosenzweig, and Chronbach's investigations are cited with respect to matching as a validation technique. The theoretical aspect of reliability as it pertains to matching is presented since experimental evidence is not available. The matching method can be used as a possible measurement of a judge's ability as an evaluator of the personality by altering the frame of reference. The writer agrees with Cronbach that matching is especially appropriate for those experiments which deal with clinical syntheses and their comparison with criteria.—D. S. Leeds.

6962. Lloyd-Jones, Esther. (*Columbia U., New York.*) Goals and roles in the guidance program. *Teach. Coll., Rec.*, 1951, 53, 1-8.—Goals determine the direction of effort. They can be old and familiar or progressive. Collaborative attitudes and techniques should be learned, to improve attitudes, knowledge and skills, replacing authoritarianism by cooperative human relations. The goal of guidance should be to keep in operation such vital interaction of people in terms of their common problems that as one dominant central idea wears out another is developed from the group to serve as a foundation of action and self-coordination.—G. E. Bird.

6963. Meyer, Adolf. The collected papers of . . . Vol. IV. Mental hygiene. (Eunice E. Winters, Ed.) Baltimore: Johns Hopkins Press, 1952. xxviii, 557 p. (\$30.00 for 4 vols.)—The fourth and final volume (see 25: 5075, 7519, 26: 637) of the collected works has an introduction by Alexander H. Leighton in which Meyer's influence as a teacher and leader in social movements is discussed. The 63 reprinted papers are divided into groups: ideals for work in mental hospitals, psychiatry and the law, psychiatry and the community, after-care and social work, the mental hygiene movement, eugenics, psychiatry

and the child, and psychiatry and the problem of maturity. Several of the papers are addresses which have not been previously published. 20-page bibliography of Meyer's publications.—C. M. Louttit.

6964. Pasteau, G. *Rôle de l'assistante sociale à la clinique de psychiatrie infantile.* (The role of the social worker in a child psychiatric clinic.) *Criança portug.*, 1951, 10, 97-108.—The writer, a social worker in Professor G. Heuyer's clinic at the Child Psychiatric Institute of Paris, explains her role in the clinical term which is composed of a psychiatrist, psychologist, social worker, and teacher. The social worker takes the history, interrogates parents, determines mental level if the psychologist is not available, is present when the doctor interviews the child, chooses institutions to send children to, and carries out the clinic's decisions. English summary.—R. J. Corsini.

6965. Reeve, Mary, & Brangwin, Lorna C. (Family Service Bureau, Oakland, Calif.) *Family service agencies and mental hygiene clinics.* *Social Casewk.*, 1952, 33, 193-197.—This is a discussion in some detail of the similarities, differences, and overlapping areas in the structure and function of family service agencies and mental hygiene clinics.—L. B. Costin.

6966. Schneider, K. *Kritik der klinisch-typologischen Psychopathenbetrachtung.* (Critical considerations of the clinico-typological psychopathology.) *Nervenarzt*, 1948, 19, 6-9.—Discussion of typological psychopathology currently favored in Germany. A theoretical justification of the criticism expressed is admitted by the originator of this theory. It is pointed out by critics that it is of little value for the clinician to learn about the systematic character-structure, since psychopathic types originate out of the subjective states of the individual, out of the whole state of mind, and out of sociological difficulties encountered. Psychotherapy is not in itself a diagnosis, it does not describe any permanent state. A great danger exists to use it in labelling individuals too readily as belonging into all-inclusive categories.—J. Deussen.

6967. Scott, J. P. (Ed.) *Minutes of the Conference on the Effects of Early Experience on Mental Health: September, 6-9, 1951.* Bar Harbor, Me.: Roscoe B. Jackson Memorial Laboratory, [1952]. 45 p.—Some 30 psychologists, biologists, and psychiatrists participated in this conference which had a broad purpose of research planning in the field. This report includes a summary statement concerning the conference and its results by the editor; detailed minutes of the informal discussions, and committee reports; the working paper outlines: (1) factors causing . . . differences in the degree of behavioral adaptation or adjustment, and (2) general theory of social behavior and organization; and description of behavior studies at the Laboratory including a list of publications. Photograph of members of the Conference.—C. M. Louttit.

6968. Thomae, Hans. *Experimentelle psychologische Diagnostik.* (Experiments in psychological

diagnosis.) *Fachr. Neur.*, 1951, 19, 1-22.—A review covering the latest European and American experimental methods for the clinical psychologist. Emphasis is placed upon the historic development and the reciprocal influences of the respective schools of which little has been known.—P. L. Krieger.

(See also abstracts 6664, 6680, 6682, 7197)

METHODOLOGY, TECHNIQUES

6969. Baruch, Dorothy W., & Miller, Hyman. *Developmental needs and conflicts revealed in children's art.* *Amer. J. Orthopsychiat.*, 1952, 22, 186-203.—Several examples are presented to illustrate the fact that children's drawings can only be understood in terms of their associations and that a child's associations come in other than verbal cues. Children's associations come through movement, through speech, through stories and song, through facial expressions, through acts present, past and future. In these many ways children bring us clues with which to read what they have projected of their fantasies into what they paint.—R. E. Perl.

6970. Beckenstein, Esther. (Jewish Federation, Chicago.) *Community implications of psychiatric service in social agencies.* *Jewish soc. Serv. Quart.* 1951, 28, 124-129.—The use of the psychiatrist in social agencies from the standpoint of the community organization process is discussed. There is a need for an explanation of psychiatric services to the boards of directors of agencies in order that the needs of the community be met in the most effective manner. In bringing the psychiatrist into this phase of the program, better understanding of the agency role may be attained.—M. A. Seidenfeld.

6971. Bender, Morris B., & Fink, Max. *Tactile perceptual tests in the differential diagnosis of psychiatric disorders.* *J. Hillside Hosp.*, 1952, 1, 21-31.—The simple tactile face-hand test has been found useful in the evaluation of psychiatric patients revealing characteristic behavior in some schizophrenic and hysterical patients. The findings are unique and of diagnostic significance in patients with mental changes due to dysfunction of the brain. The inability to discriminate two simultaneous stimuli on repeated trials and the characteristic errors of omission or mislocation of the hand stimulus differentiate these cases from normal, schizophrenic, hysterical or depressed adults.—C. T. Bever.

6972. Bousquet, Lucien. *Les symbolistes et les définitionnistes en graphologie.* (The symbolists and the definitionists in graphology.) *Psyché*, 1952, 7, 107-114.—There are two schools of interpretation among graphologists: (1) the symbolists, i.e., those who interpret handwriting according to general views and who are in essence intuitive; and (2) the definitionists, i.e., those who base their interpretations on definitions. The analysis of a sample of handwriting, using the method of the symbolists is started.—G. Besnard.

6973. Brody, Cella. (Jewish Family Service, New York.) *Psychiatric consultation in a family counsel-*

ing agency. *Jewish soc. Serv. Quart.* 1951, 28, 151-157.—There is apparently considerable variance in the manner in which various social agencies utilize the service of the psychiatrist. In the agency represented by the author the psychiatrist is used primarily as a consultant on individual cases and as a seminar leader on psychiatric problems. The necessity for classification of the role of worker, supervisor, and psychiatrist is stressed so that conflict areas may be minimized.—*M. A. Seidenfeld.*

6974. Corsini, Raymond. The semantics of intellectual classification. *J. consult. Psychol.*, 1951, 15, 487-491.—The author considers the problem of assigning meaningful terms to the various numerical classificatory levels of IQ's. By use of a rating scale technique, he finds certain "gross differences between the placement of terms as suggested by Terman and Wechsler" and his own "empirical results." He concludes that a "rational scale of nine 'bands' of values, using deciles, combining the fifth and sixth deciles," represents a "closer approximation to subjective impressions of test users."—*F. Costin.*

6975. Einstein, Gertrude. (*Jewish Community Service of Queens-Nassau, N. Y.*) Psychiatry in children's service. *Jewish soc. Serv. Quart.*, 1951, 28, 165-170.—The problems and values of the social worker and psychiatrist collaborative relationship in a social agency's children's service.—*M. A. Seidenfeld.*

6976. Hallowitz, David. The psychiatrist in a child placement agency. *Jewish soc. Serv. Quart.* 1951, 28, 171-177.—The program of the Jewish Child Care Association of New York is discussed with reference to the use of the psychiatrist. This agency employs eight staff psychiatrists and has a panel of 22 psychiatrists in addition. The psychiatrist is used in the intake process and in the under-care departments of this agency. Case work and psychiatric services have, according to the author, been sufficiently differentiated to make for more effective use of both the social worker and the psychiatrist.—*M. A. Seidenfeld.*

6977. Herzog, Elizabeth, & Fringes, John. (*Jewish Family Service, New York.*) A proposed next step in the diagnostic-functional issue. *Social Casewk.*, 1952, 31, 140-147.—The purpose of this discussion is to point out that comparisons of the diagnostic and functional orientations have, so far, been based on theoretical formulations. The authors discuss some of the reasons why research methods should be applied to an examination of practice in order to reach convincing conclusions about the nature, magnitude, and significance of the differences between the two disciplines.—*L. B. Costin.*

6978. King, Lester S. (*U. Illinois, Chicago.*) The meaning of medical diagnosis. *Etc. Rev. gen. Semant.*, 1951, 8, 202-211.—Medical diagnosis is "a process by which a given individual is assigned to a given class, or the disorder from which he suffers is subsumed under a certain concept." The propriety of a diagnosis is tested by the consistency of the

patient's illness with the disease concept. A disease concept is defined as an abstraction of the presumably relevant details from a variety of individual illnesses. Progress in medical knowledge amounts to the revision, sharpening and clarification of such concepts. Correct diagnoses are most easily made when disease concepts are broadly stated and vague; it is far more desirable to make useful diagnoses, "which can find some reflection in treatment."—*M. J. Maloney.*

6979. Lehnert, Bettina. (*Jewish Board of Guardians, New York.*) The psychiatrist's role in supervision. *Jewish soc. Serv. Quart.*, 1951, 28, 162-164.—In J.B.G. the psychiatrist is "responsible for establishing the diagnosis and treatment plan at the time of the initial evaluative conference." He has, in this agency, one function which he does not share with other members of the diagnostic and treatment team. "He is an objective and uninvolved mediator in a complex relationship (supervisor-worker-patient)."—*M. A. Seidenfeld.*

6980. Levinson, Frances T., & Gombert, M. Robert. (*Jewish Family Service, New York.*) The social agency and the psychiatrist. *Jewish soc. Serv. Quart.* 1951, 28, 143-150.—Close cooperation between the psychiatrist and the social agency results in increasing the clients' benefits by (1) improving both the screening and interpretive function; (2) more effective resolution of conflicts, needs and establishment of social integration through effective case work; and (3) the increased values to the treatment program resulting from the psychiatrists' therapeutic experience. Some of the difficulties in securing such effective cooperation are indicated. Most often they are centered around either interprofessional anxieties and insecurities or failure to establish a mutually cooperative program. The establishment of the initial phases of such a plan are discussed.—*M. A. Seidenfeld.*

6981. Logie, Iona R., & Ballinn, Marian R. (*Adult Counseling Service, San Francisco.*) Group guidance for adults: an evaluation. *Occupations*, 1952, 30, 530-533.—Anonymous questionnaires were returned by 100 men and women six months after they had completed a group guidance activity. Although this is a tentative report based on a small sampling, it is felt that there are some reasons for believing that the educational, vocational, and avocational aspects of the service have contributed to better adjustment.—*G. S. Speer.*

6982. Lurie, Abraham. The role of the Social Service Department at Hillside Hospital. *J. Hillside Hosp.*, 1952, 1, 32-38.—The functions of a social service department in a hospital are differentiated from those of a community social service agency as an ancillary service which participates in the treatment of patients, but recognizes that treatment is a medical function.—*C. T. Bever.*

6983. Rose, John A. (*Philadelphia (Pa.) Child Guidance Clinic.*) The social agency and psychiatric service. *Jewish soc. Serv. Quart.* 1951, 28, 130-142.—The difficulties involved in the collaboration of the psychiatrist with social workers as well as with gen-

eral medical practitioners and psychologists is explained as due to the tendency of psychiatrists "to embrace possessively whatever was helpful in a psychological sense, and label it as a form of psychotherapy." This tends to place all of the associated professional groups in a position of inferiority. The need, therefore, for a closer and more truly collaborative relationship is emphasized. The regular and consistent use of the psychiatrist instead of the "emergency case" approach, the avoidance of using the psychiatrist for purely diagnostic purposes, and the development of a more adequate intercommunication between psychiatrist and social worker are potential sources of improvement in the professional situations.—*M. A. Seidenfeld.*

6984. Schwarz, H. Die Kurzarkose als diagnostisches und therapeutisches Hilfsmittel in der Psychiatrie. (The use of brief narcosis as a therapeutic aid in psychiatry.) *Nervenarzt*, 1948, 19, 63-70.—To achieve a resolution of the states of stupor of various origins and in order to obtain diagnostic clarification of endogenic and psychogenic states, Eunarcon is used as an intravenous anesthetic. Repeated application without danger is possible also in the case of reoccurring endogenous depressions where a euphoric effect could be observed.—*J. Deussen.*

6985. Shapiro, Sadie, & Auerhan, Gloria. (Hospital for Joint Diseases, New York.) A workshop on psychiatrist and social worker in a medical setting. *Jewish soc. Serv. Quart.*, 1951, 28, 178-186.—Report of a workshop session in which agreement was reached on (1) the need for emphasis on preventive aspects of mental illness with social worker, psychiatrist, nurse, teachers and others responsible for the prompt initiation of provision for adequate preventive and curative treatment; (2) the need for more adequate uses of psychiatric services in agencies; and (4) the need for closer integration of hospital and agency services to prevent loss of the values gained by the patient initially which may disappear when continuity of psychiatric help is not forthcoming.—*M. A. Seidenfeld.*

6986. Victor, Frank. Handwriting. A personality projection. Springfield: Charles C. Thomas, 1952. xi, 149 p. \$3.75.—The author attempts to make graphology independent of specific psychological theory and to confine it strictly to its own limits. He distinguishes between theoretical (basic) and practical (applied) graphology. Handwriting is explained as movement in space and as a symbolic utilization of this space. Analyses of handwriting specimens are discussed.—*M. J. Stanford.*

6987. Wolff, Charlotte. The hand in psychological diagnosis. New York: Philosophical Library, 1952. 218 p. \$7.50.—The hand is considered to be the "fundamental vehicle of the structure of thought." The author points out some of the factors that go into the shaping of the hand. She discusses the relationship between the hand, temperament, and personality. The last half of the book is devoted to clinical studies of the hands of mental

defectives and the mentally ill, and a comparative study of the hands of normal and mentally defective children. 24 prints and photographs of hands of various diagnostic categories are included.—*J. A. Stern.*

(See also abstracts 6857, 7154)

DIAGNOSIS & EVALUATION

6988. Banks, Charlotte, & Keir, Gertrude. (University College, London.) A factorial analysis of items in the Bernreuter Personality Inventory. *Brit. J. Psychol., Statist. Sect.*, 1952, 5, 19-30.—The Bernreuter Personality Inventory was applied to 100 students of psychology, and tetrachoric correlations were calculated between the 32 items selected by Bernreuter as the "most diagnostic." The correlation table thus obtained was then factorized by Burt's Method of Simple Summation, with reduced self-correlations. Three significant non-correlated factors were found. The first factor, contributing about 23% to the total variance, appears to be a general factor of nervousness in the popular sense. The second factor, contributing about 12% to the total variance, appears to contrast the person who dislikes social situations with the person who shows signs of emotional instability and dependence on others in private situations. The third factor, contributing about 8%, contrasts dependence on others with dependence on one's own moods and feelings.—*G. C. Carter.*

6989. Beier, Ernst. (Syracuse U., Syracuse, N. Y.) The problem of anxiety in client-centered therapy. *J. consult. Psychol.*, 1951, 15, 359-362.—The client-centered therapist can frequently be more effective if he reflects not only the needs actually expressed by the client, but the client's unexpressed, or "unaware needs," as well. This latter technique is of particular importance in establishing a "non-threatening anxiety-reducing situation," which the author considers a prime goal of client-centered therapy.—*F. Costin.*

6990. Bénassy-Chauffard, C. L'emploi du TAT en psychologie différentielle. Nouvelle méthode de correction. (The use of the TAT in differential psychology—new method of correction.) *Année psychol.*, 1951, 50, 503-618.—The Thematic Apperception Test of Murray is based on the study of themes, a theme being a dynamic structure of an event. It permits interpretation of an individual's reactions in a dynamic sense involving motivation. Problems discussed include the structure of images and the value of stories in relation to the subject. The test showed differences between the sexes and between ethnic groups, and the influence of education. Norms should be established for homogeneous groups.—*G. E. Bird.*

6991. Brackbill, Glen A. (U. California, Los Angeles.) Some effects of color in thematic fantasy. *J. consult. Psychol.*, 1951, 15, 412-418.—This study attempted to show the possible effects of using colored stimulus material for the TAT. 50 neurotic and 50 normal control subjects were used. Results

of reactions to chromatic and achromatic cards are described. The authors suggest that "the findings could be ascribed to the effectiveness of color in stimulating the expression of the subject's own prevailing mood in his stories. Color may play the part of arousing unpleasant emotional associations. It was further suggested that the use of color might, in part, meet the criticism that the mood of TAT stories is more a function of the test card than it is of the personality of the subject."—F. Costin.

6992. Cohen, Jacob. (New York U.) A note on Fosberg's "Four Experiments with the Szondi Test." *J. consult. Psychol.*, 1951, 15, 511.—The author points out what he feels was an "error in reasoning" in an article by I. A. Fosberg (see 26: 6267), but states that his corrections "in no way vitiate Fosberg's conclusions." He agrees with Fosberg that the psychological factors which determine the selection of pictures in the Szondi Test are probably not what the Szondi workers say they are.—F. Costin.

6993. Cummings, Jean D. Family pictures: a projection test for children. *Brit. J. Psychol.*, 1952, 43, 53-60.—A series of pictures of the family was designed and given to 60 children attending a Child Guidance Clinic and to 50 "normal" children in County Schools. The child was asked to say what he thought about each picture, no suggestions being made. "The tests were analyzed in terms of frequency of common responses. . . ." Comparisons between the clinic and normal groups are reported.—L. E. Thune.

6994. Delay, Jean, & Pichot P. La contribution de la méthode des tests mentaux à la recherche pathologique. (The contribution of the method of mental tests to psycho-pathological research.) *Année psychol.*, 1951, 50, 647-653.—From the discussion of methods by which the technique of mental tests can enrich psycho-pathological research, the conclusion was reached that there is no rigid rule by which mechanical application can lead to new discoveries. Extension of empirical validation, the study of deviations between the clinical evidence and the results of a test, and the structural method are three aspects of the same process common to all scientific research, which passes from the conclusion to the hypothesis and from that returns to the conclusion.—G. E. Bird.

6995. Elias, Gabriel. (U. Arkansas, Fayetteville.) Self-evaluative questionnaires as projective measures of personality. *J. consult. Psychol.*, 1951, 15, 496-500.—Self-rating questionnaires (California Test of Personality and Maslow's General Health and Hygiene Inventory) were employed in such a manner as to interpret responses as "reflections, rather than as direct measures, of personality." On the basis of his findings and the theory underlying his approach, the author concludes that "Objective, easily scorable tests can be constructed by interpreting self-ratings as behavioral mirrorings rather than as direct, evaluating measures of personality."—F. Costin.

6996. Elmgren, J. Le test de Rorschach au point de vue constitutionnel. (The Rorschach test from the constitutional point of view.) *Année psychol.*, 1951, 50, 593-602.—Results were given of an investigation of the constitutional significance of the Rorschach test based in part on the factorial analysis of a group of students of psychology trained in methods of experimentation in the psychological examination of a group of soldiers during military service. The results of the Rorschach test, and the determination of type with the Kreschmer method, disclosed, out of a group of 96, a classification of 18 athletics, 42 leptosomes and 35 pyknics.—G. E. Bird.

6997. Gardner, Riley W. (U. Kansas, Lawrence.) Impulsivity as indicated by Rorschach test factors. *J. consult. Psychol.*, 1951, 15, 464-468.—The study tests the general hypothesis that "rankings of subjects based upon common interpretations of Rorschach score factors applying to an impulsivity-inhibition continuum will correlate significantly with rankings of these subjects by raters from (1) long standing acquaintance with the subjects, and (2) brief behavior samples." Behavioral data were obtained by means of the Rosenzweig P-F Test. Results indicated that the Rorschach contains several factors which have value for the prediction of overt behavior, while other factors do not correlate significantly with behavioral criteria.—F. Costin.

6998. Gilliland, A. R. (Northwestern U., Evanston, Ill.) The Humm-Wadsworth and the Minnesota Multiphasic. *J. consult. Psychol.*, 1951, 15, 457-459.—College students were administered both the Humm-Wadsworth Temperament Scale and the Minnesota Multiphasic Personality Inventory, and personality characteristics, as measured by the two tests, were compared. No general agreement between the scores on the two instruments were found. Both tests showed "fair validities" for measuring certain personality components and little validity for others. The results imply that "care and tentativeness . . . should be attached to any diagnosis based exclusively upon such personality test scores."—F. Costin.

6999. Gilliland, A. R., & Colgin, Russell. (Northwestern U., Evanston, Ill.) Norms, reliability, and forms of the MMPI. *J. consult. Psychol.*, 1951, 15, 435-438.—The authors make 3 major conclusions: (1) The norms for certain categories of the MMPI are too high. Extreme cautiousness and tentativeness should be used in interpreting any diagnosis based on test scores alone, such as the MMPI. (2) Reliability coefficients of the MMPI are not sufficiently high to warrant much weight being placed upon the results of the test. (3) There is very little difference between scores on the group form of the MMPI and the individual form.—F. Costin.

7000. Heppell, H. K. (San Diego (Calif.) City Schools.), & Raimy, V. C. Projective pictures as interview devices. *J. consult. Psychol.*, 1951, 15, 405-411.—"In diagnostic interviewing, projective pictures designed to elicit stories on a specified topic

can prove useful to supplement general survey techniques such as the TAT." Using a population of 30 institutionalized boys, it was found that 15 pictures "could be ranked in order of usefulness, with statistically significant differences in rated usefulness appearing between the eight top-ranking pictures and the lowest seven." On the basis of these findings, the authors suggested that "similar sets of pictures, empirically and statistically tested would be of use to clinicians in investigating specific topics which now can be handled only by ordinary interview techniques."—*F. Costin.*

7001. Hertz, Marguerite R. Frequency tables for scoring responses to the Rorschach inkblot test. (3rd ed.) Cleveland, Ohio: Western Reserve University Press, 1951. ii, 240 p.—These Frequency Tables represent the combined results of the analysis of hundreds of Rorschach records of S's, ages 11 to 16. Pages 1-13 are devoted to explanations of the Frequency Tables, scoring categories, normal details, form quality, content, original and popular forms in the Rorschach blots, arrangement of the tables, and directions for use of the Frequency Tables. The rest of the volume consists of diagrams of the 10 inkblots and the Frequency Tables which "... list all the responses given by the subjects to the Rorschach blots, to the blots as a whole and to the various areas of the blots".—*S. Hutter.*

7002. Kirk, Barbara A. (U. California, Berkeley.) Individualizing of test interpretation. *Occupations*, 1952, 30, 500-505.—It is felt that test selection, and especially test interpretation, should be in relation to the emotional needs of the individual counselee rather than according to any particular technique. Testing, as a part of counseling, should relate to the underlying problems, rather than to symptoms. A case is presented in some detail to illustrate test interpretation when it is essential for counseling that counselee participation be under some control.—*G. S. Speer.*

7003. Krugman, Judith I., Justman, Joseph; Wrightstone, J. Wayne, & Krugman, Morris. (Board of Education, New York.) Pupil functioning on the Stanford-Binet and the Wechsler Intelligence Scale for Children. *J. consult. Psychol.*, 1951, 15, 475-483.—A representative sample of children from the New York Public Schools were tested with the Stanford-Binet and the WISC. The "WISC gave results similar to the Revised Stanford-Binet, Form L, in the large majority of cases at the lower IQ levels, but the discrepancies appearing at the upper IQ levels may be considered too large to permit the use of the WISC in place of the S-B until further work has been done."—*F. Costin.*

7004. Lindgren, Henry Clay. (San Francisco (Calif.) State College.) The development of a scale of cultural idealization based on the California Test of Personality. *J. educ. Psychol.*, 1952, 43, 81-91.—The California Test of Personality (CTP) was administered to 177 students of elementary psychology first under normal conditions, and a week later with the instructions to mark the answers that would be

typical of well-adjusted individuals. The items on the CTP which showed the greatest percentage of change on the second administration were determined and analyzed. The "Idealized" answers revealed admired stereotypes of "the happy extrovert," the non-aggressive, submissive individual, and the "rugged individualist." Results were compared with scores which 117 of the individuals had made on the MMPI. The K scores of the latter tests were found to correlate with scores for the changed ("idealized") items but correlated even more highly with the full CTP scores. This finding suggests that the CTP scale as a whole may measure "culturally acceptable defensiveness" rather than "personal and social adjustment."—*E. B. Mallory.*

7005. Miro y Lopez, Emilio. Etude sur la validité du test psychodiagnostique myokinetique. (Study of the validity of the psychodiagnostic myokinetic test.) *Année psychol.*, 1951, 50, 575-584.—20 psychoneurotics were treated, for 3 months to 2.5 years, with psychotherapy. To these individuals the author's PMK test for diagnostic and prognostic conative traits was administered regularly. The results reinforced evidence of the validity of the test in question. 20 detailed case studies of individuals tested were recorded. The agreement between the PMK data and clinical findings confirm the aforementioned validity which was investigated over a period of 11 years.—*O. E. Bird.*

7006. Mursell, George R. A simplified case (Box) for the administration of the Kuhlmann Scale of Mental Development. *Amer. J. ment. Def.*, 1952, 56, 791-795.—It is this author's opinion that the Kuhlmann Scale of Mental Development is the best test of intelligence available, and is even better for differential diagnosis than some now used for that purpose. The lack of popularity of this scale is probably due to its multiplicity of test blanks and test cards of different sizes, and the consequent difficulties experienced in administration. To encourage greater use of the test the author has designed a box which makes filing, carrying, and administering the Kuhlmann simpler and practical. With the difficulty of administration eliminated the test can be competitively compared with others on a more equitable basis.—*V. M. Staudt.*

7007. Palmer, James O. (Washington U., St. Louis, Mo.) A dual approach to Rorschach validation: a methodological study. *Psychol. Monogr.*, 1951, 65(8), No. 325, 1-27.—Testing the hypothesis that "the validity of separate statements about personality, inferred from projective techniques, depends upon the accuracy of the interpretation as a whole," Palmer administered the Rorschach to 28 S's comparing interpretations using both the matching and a check list approach with the therapists' impressions of their patients. Among the significant findings reported were (1) "the behavior of the individual in both the test situation and a life situation could not be satisfactorily described by the same statement;" (2) "Since the 'item analysis' does not make this demand on the test, it is probably a

sounder approach;" (3) By means of the matching approach, validity was demonstrated for descriptions of personality" which emphasized the *interrelated pattern* of individual functioning; (4) Existing deficits in the matching technique are noted.—M. A. Seidenfeld.

7008. Pastovic, John J., & Guthrie, George M. (Pennsylvania State Coll., State College.) Some evidence on the validity of the WISC. *J. consult. Psychol.*, 1951, 15, 385-386.—In light of data presented in this study, the authors "conclude that the WISC IQ should not be interpreted as equivalent to a Binet IQ at age levels below ten years since the WISC score is consistently lower than that of the Binet."—F. Costin.

7009. Reda, G. C., Frighi, L., & Schiavi, E. (Bologna U., Italy.) Studio comparativo tra Rorschach e TAT in 33 psiconeurotici. (Comparison between Rorschach and TAT in 33 psychoneurotics.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 368-383.—An experimental research for comparative purposes between Rorschach and TAT is presented. The author uses three approaches: (1) finding a symbolism for the elements of TAT stories which would correspond to various Rorschach symbols; (2) finding characteristics and common elements in subjects with clear Rorschach diagnosis; (3) finding the correspondence and relationship between TAT stories content and Rorschach symbolic meanings. The psychograms of 33 psychoneurotics are studied. In conclusion the author states that "although there is no qualitative equivalence between the two tests there is nevertheless the possibility for a reciprocal (clarification)."—A. Manoil.

7010. Rogers, Lawrence S., Knauss, Joanne, & Hammond, Kenneth R. (U. Colorado, Boulder.) Predicting continuation in therapy by means of the Rorschach Test. *J. consult. Psychol.*, 1951, 15, 368-371.—"The Rorschach records of 109 unselected Mental Hygiene Clinic patients were studied to determine whether it was possible to predict which of these patients would stay in treatment for 5 or more interviews." The results were negative.—F. Costin.

7011. Shepler, Bernard F. (Florida State U., Tallahassee.) A comparison of masculinity-femininity measures. *J. consult. Psychol.*, 1951, 15, 484-486.—The Franck Completion, a projective measure of masculinity-femininity, was compared with 3 other well-known MF scales. The results indicate that the Franck Completion Test can discriminate between males and females "per se," but nonsignificant correlations between it and the other MF scales show that the Franck probably measures different aspects of MF than those measured by the other 3 instruments (Terman-Miles, MMPI, and Strong MF scales). The author points out that further research is needed to determine what aspects of masculinity-femininity the Franck Test is measuring.—F. Costin.

7012. Solari Swayne, Enrique. Teoría y práctica del test de Szondi. (Theory and practice of the Szondi test.) *Rev. Neuro.-Psiquiat.*, Lima, 1951,

14, 39-56.—The theoretical presuppositions of the Szondi test, a description of the test, the method of administering the test and of obtaining the profile, the method of interpreting the results and of diagnosing, are set forth in accordance with Szondi's book (see 23: 1048) which is the second volume of the "Analysis of Destiny".—F. C. Sumner.

7013. Suczek, Robert F. (U. California, Berkeley), & Klopfer, Walter G. Interpretation of the Bender Gestalt Test: the associative value of the figures. *Amer. J. Orthopsychiat.*, 1952, 22, 62-75.—Preliminary to developing an interpretive scheme to be used with the Bender Gestalt Test, it was deemed necessary to find the basic stimulus properties of the test material. The present study is designed to try to make explicit some of the perceptions, affective associations and meanings attributed to the figures by a group of normal subjects. The focus of attention is on the stimulus properties of the Bender Gestalt figures and not on individual personality differences.—R. E. Perl.

7014. Szollosi, E., Lamphiear, D. E., & Best, H. L. (George Washington U., Washington, D. C.) The stimulus value of the Szondi pictures. *J. consult. Psychol.*, 1951, 15, 419-424.—"The pictures of the Szondi test are not equal in stimulus strength, nor is the quality of stimulus the same for pictures in the same category." Because of these findings, the authors conclude that interpretation which is based on "factorial constellations" does not show the information contained in the various choice reactions. Rather than rejecting the idea of using Szondi pictures to reveal personality traits, however, the writers suggest that it is only "the manner in which choice reactions are interpreted" which should be rejected. Two alternative methods of interpretation are presented.—F. Costin.

7015. Tyler, Fred T. (U. California, Berkeley.) A factorial analysis of fifteen MMPI scales. *J. consult. Psychol.*, 15, 1951, 451-456.—"The MMPI was administered to 107 women students training at the University of California to become elementary school teachers. Fifteen scales were obtained for each student, the nine original clinical scales of the MMPI and six which have been developed more recently. . . . Five factors were obtained, and descriptions were attempted. In general, the results are in agreement with interpretations of the MMPI by clinical psychologists."—F. Costin.

7016. Wechsler, David. (New York U.) Equivalent test and mental ages for the WISC. *J. consult. Psychol.*, 1951, 15, 381-384.—"Three methods have been furnished for obtaining mental age equivalents from the WISC. Two of the methods require a table of equivalent test-age scores. This table also permits an examiner to obtain age norms for a given test performance. The author does not favor using MA equivalents for intelligence test scores, but he does see a legitimate use for test-age equivalents if they are employed to show how a child of a given age compares with children of his own age in performance on a given test. In such cases, however, one should

remember that the test age obtained is to be interpreted not as a measure of intelligence, but as a measure of a specific aptitude."—F. Costin.

7017. Weisskopf, Edith A., & Dieppa, Jorge. (Purdue U., Lafayette, Ind.) Experimentally induced faking of TAT responses. *J. consult. Psychol.*, 1951, 15, 469-474.—On the basis of data obtained from 3 cards of the TAT series administered to 24 hospitalized veterans, the writers concluded that "Subjects can, when trying to make a good or a bad impression, successfully influence the diagnosis of their personalities made by experienced TAT interpreters. . . ." They also inferred from their data that TAT respondents may be attempting to make a good impression on the examiner even if they have not been instructed to do so. Suggestions for further research were made.—F. Costin.

7018. Wittenborn, J. R. (Yale U., New Haven, Conn.), & Holzberg, Jules D. The Rorschach and descriptive diagnosis. *J. consult. Psychol.*, 1951, 15, 460-463.—"The present study comprises two parts. The first part compares the distributions of Rorschach scores for groups of patients with well-known psychiatric diagnoses. The second part correlates Rorschach scores with scores for empirically determined symptom clusters. The present analyses cannot be taken as evidence that descriptive aspects of the behavior of psychotic patients may be identified by or predicted by a use of Rorschach scores. Although the results of the present analyses must be limited to the use of Rorschach location and determinant scores and to the descriptive aspects of mental hospital patients' behavior, it is suggested that caution, if not skepticism, be employed in attempts to use Rorschach scores as an aid in descriptive diagnosis."—F. Costin.

7019. Wood, Ben D. (Dir.) 1951 norms for independent-school populations on the Terman-Merrill Revision of the Stanford-Binet Test. *Educ. Rec. Bull.*, 1952, 58, 84-86.—Evidence from this and other tests confirm the impression that the independent-school population is a stable one. The general ability level of the pupil groups showed no marked change from test to test and year to year. A high quality of education, therefore, should be provided for the abilities reflected. The 1951 revision of the current series of norms for the Stanford-Binet Scale is presented. These are comparable to the regular independent-school percentiles and are representative of Educational Records Bureau populations.—E. E. Bird.

7020. Yule, E. Pratt. (U. Natal, South Africa.) The classification of motor perseveration tests: some criticisms and deductions. *Brit. J. Psychol.*, 1952, 43, 42-52.—"A conventional classification of motor *p*-tests is examined and rejected. . . . the existence of *p*-factor has been neither proved nor disproved. . . ." "It is argued that *p*-tests and all similar so-called objective quantitative tests are based on invalid assumptions, and notably that they involve a failure to distinguish between abilities and personality traits."—L. E. Thune.

7021. Zazzo, René. La "déformation perceptive," aux test des deux barrages. (Perceptual distortion in the test of two obstacles.) *Année psychol.*, 1951, 50, 671-676.—It is possible that this perceptual distortion in the reproduction of signs in a test of two obstacles has no universal significance; but it is an indication of a disturbance of the function of intellectual organization revealing weakness or deterioration. When two objects were presented, the subjects mentally ill tended to show confusion regarding the second rather than the first.—G. E. Bird.

(See also abstracts 6644, 6645, 6646, 6851, 7147, 7235, 7238)

TREATMENT METHODS

7022. Bengs, Hilding A. Presentation of psychodrama at the Third Mental Hospital Institute. *Group Psychother.*, 1951, 4, 213-214.—"Group psychotherapy in its present form is only the preliminary effort and form to the complete mobilization of all the persons of the institution who are oriented to serving the mental patients. Group psychotherapy is the beginning and terminal force in the therapeutic society of the total hospital situation which includes all the other general or specific therapies." Psychodrama technique is presented which was organized by Dr. and Mrs. Jacob Moreno in the Third Mental Hospital Institute.—V. Johnson.

7023. Bergler, Edmund. The patients, suffering during analysis—a technical mistake on the part of the analyst. *Samiskä*, 1951, 5, 128-139.—It is the author's opinion that suffering on the part of the patient during analysis is concomitant with a technical mistake on the part of the analyst. The theme is developed that some patients come to misconstrue understanding as "suffering." Analysts may miss certain warning signs which permits the "suffering" to appear.—J. W. Bowles.

7024. Bourdon, J. (Inst. de Psychiatrie de L'Hôpital, Brussels, Belgium.) La subnarcoose barbiturique, méthode d'exploration du psychisme; réflexions sur 140 cas. (Barbituric subnarcosis, a method of exploring the personality; reflections on 140 cases.) *Acta neurol. psychiat. Belg.*, 1951, 51, 777-797.—The author describes the techniques and results obtained with barbituric subnarcosis in exploring the personality of 140 patients. He finds the method of value in diagnosis and in assisting in a therapeutic program. The results were useful in 71% of 109 neurotics and in 58% of 31 psychotics.—F. C. Sumner.

7025. Corsini, Raymond J. On the theory of change resulting from group therapy. *Group Psychother.*, 1951, 4, 179-180.—"The desideratum of group therapy is rapid ameliorative change." In terms of this assumption comments are made on Gordon's paper (see 26: 7030). Gordon's paper indicates that it is not what is done as much as who is doing it that counts. Therapy is a type of learning in a deep and primitive sense involving perception and attitudes. "The therapist is then a teacher who

imparts his ethical values and personality characteristics to his subjects, and it is his intangible qualities that contribute to the rapid ameliorative change."—V. Johnson.

7026. Dagnelle, Jacques. (75 rue des Eburons, Brussels, Belgium.) *Psychanalyse clinique et narcoanalyse (subnarcoase barbiturique); à propos de la communication, du 25 novembre 1950, de J. Bourdon.* . . . (Clinical psychoanalysis and narcoanalysis (barbituric subnarcosis) with reference to J. Bourdon's communication of November 25, 1950. . . .) *Acta neurol. Psychiat. Belg.*, 1951, 51, 246-249.—The position of J. Bourdon (see 26: 7024) that narcoanalysis should replace clinical psychoanalysis in exploring the personality of psychoneurotics is criticized on the score that Bourdon has not had sufficient experience with psychoanalysis to pronounce definitive judgment on it.—F. C. Sumner.

7027. Durham, Mary S. (4251 Timuquana Rd., Jacksonville, Fla.) *Some observations concerning external criteria of success in psychotherapy.* *J. Psychol.* 1952, 33, 175-181.—Nondirectivists have particularly tried to define the changes which take place in the client's private picture of himself during therapy in terms of the concept of the perceived self. Case records of 70 children treated at one mental hygiene clinic were studied. These children had a mean of 14 visits, range 2 to 67; eight different therapists served. Ratings of "successful," "partially successful," and "unsuccessful" treatment were given. Of six possible factors contributing to degree of improvement, the only one which gave good prediction was age; intelligence and social relationship to adults gave some correspondence; sex, source of referral, and type of problem showed no prediction.—R. W. Husband.

7028. Feldman, Marvin J. (U. Buffalo, N. Y.) *A prognostic scale for shock therapy.* *Psychol. Monogr.*, 1951, 65(10), No. 327. iii, 27 p.—A research study concerned with the empirical derivation of a scale that predicts the results of shock treatment that will have both theoretical and utilitarian use. Using an empirical selection of MMPI items on criterion groups of recovered patients and unimproved patients, Feldman developed a 52 item scale which "not only discriminated the original criterion groups with a high degree of accuracy but worked almost as well on independent test groups." The findings with the *Ps* scale indicate it is a valuable tool in sorting patients with poor prognosis for treatment from those with a favorable outlook.—M. A. Seidenfeld.

7029. Frank, Jerome D., Ascher, Eduard; Margolin, Joseph B., Nash, Helen; Stone, Anthony R., & Varon, Edith J. *Behavioral patterns in early meetings of therapeutic groups.* *Amer. J. Psychiat.*, 1952, 108, 771-778.—An analysis of a number of therapeutic sessions permit the designation of two important patterns of behavior shown by patients. These are the "help rejecting complainer" and the "doctor's assistant." Each is a way of dealing with conflicting attitudes toward authority. Since they

have a serious effect on group therapy, their early identification and that of other possible patterns is indicated.—N. H. Pronko.

7030. Gordon, Thomas. (U. Chicago, Ill.) *Some theoretical notions regarding changes during group psychotherapy.* *Group Psychother.*, 1951, 4, 172-178.—Attempt is made to formulate a dynamic theory regarding changes observed during group psychotherapy, specifically with respect to changes in the way that group members relate to others and in the way they perceive and react to authority. From intellectualizing and analyzing the feelings of others, group members begin to listen and to respond with understanding and acceptance. The latter attitude appears to reflect or identify with the therapist's attitude and behavior towards others. There is also a change from covering up feelings to freedom to express deep feeling and the establishing of relationships on a more intimate and open basis.—V. Johnson.

7031. Hassler, R. *Über die Thalamus-Stirnhirn-Verbindung beim Menschen.* (On the thalamus-fronto-occipital connection in man.) *Nervenarzt*, 1948, 19, 9-12.—A thorough histological investigation based on 17 cases, where certain fronto-occipital passages were disconnected by leukotomy. In contrast to what was expected surgically there were entirely different passages evidently destroyed. On the basis of these findings it appears justified to attempt different methods of surgical interventions, in emotional disturbances of schizophrenics and depressives, and in those cases which show delusional and catatonic symptoms.—J. Deussen.

7032. Heuyer, George. *La chaire de psychiatrie infantile de la faculté de médecine de Paris.* (The chair of infant psychiatry in the Faculty of Medicine in Paris.) *Criança portug.*, 1951, 10, 21-30.—The chair of infant psychiatry in the faculty of medicine in Paris was established in 1925 chiefly due to concern about juvenile delinquency. Two different poles of action: one medical and the other psychosocial, have emerged. 400,000 mentally defective children have been discovered in France. The team approach seems to be the best organizational method in child psychiatry. English summary.—R. J. Corsini.

7033. Klapman, J. W. *Group psychotherapy in institutions.* *Group Psychother.*, 1951, 4, 181-192.—Group psychotherapy appears to be the best answer for dealing with the masses of patients who should be treated and it is almost ideally suited to institutions. Institutional group psychotherapy may be carried on at three levels: in resident mental hospitals, in out-patient clinics, and in therapeutic social clubs. With the psychotic group the authoritarian approach is probably indicated, although spontaneous activity is not excluded and the therapist attempts to provoke it as much as possible.—V. Johnson.

7034. Lebovici, Serge. *L'état actuel de la psychothérapie infantile in France.* (The actual state of child psychotherapy in France.) *Criança portug.*, 1951, 10, 31-37.—The psychoanalysis of children

started with Freud's Analysis of little Hans in 1909. The treatment of children requires an especially sensitive understanding of the meaning of various terms to children. Psychotherapy with children should be done only in cooperation with the parents. English summary.—R. J. Corsini.

7035. Lundin, William H. (Chicago State Hosp., Chicago, Ill.) Group therapy in mental institutions. *Group Psychother.*, 1951, 4, 193-196.—Discussant remarks for Dr. Klapman's paper (see 26: 7033) on group psychotherapy in institutions indicates an acceptance of the program of three levels of group psychotherapy as inherently sound and as serving a necessary need. We may expect institutional group therapy to be further expanded.—V. Johnson.

7036. Morrow, R. S. (V. A. Hosp., Bronx, N. Y.) The method of non-directive psychotherapy. *J. Ass. phys. ment. Rehabil.*, 1952, 5(3), 6-9.—"In this brief presentation I have attempted to describe in highlight the method of nondirective psychotherapy and its relationship to the analytically-oriented therapies . . . while there exists a fairly wide divergence between classical analysis and nondirective psychotherapy, examination of the teachings of the different schools of psychotherapy suggests an increasing tendency toward a gradual coalescence between the modified forms of psychoanalysis and the nondirective method with respect to philosophy and methodology." 28 references.—H. Fensterheim.

7037. Plank, Robert. An analysis of a group therapy experiment. *Hum. Organization*, 1951, 10(4), 26-36.—Continuing the report of a previous article (see 26: 4044) the article raises the question, of filling patients' needs and describes social identification with group members, who overcome isolation or achieve status. In other cases the group becomes target for individual hostility. Other than psychodynamic training, no special qualifications for group therapists appeared, though differences in attitude of patients toward differing leaders was manifest. Data are also given on selection of patients for a group, duration of sessions, size of group, and relation of group to individual therapy. Group treatment in the V.A. hospital setting seemed practical and economical, though direct information on its effectiveness is lacking.—L. M. Hanks, Jr.

7038. Reid, John R., & Finesinger, Jacob E. The role of insight in psychotherapy. *Amer. J. Psychiat.*, 1952, 108, 726-734.—Three different kinds of insight are distinguished, defined and illustrated; they are neutral, emotional, and dynamic. The last is considered the best from a therapeutic viewpoint. The role of the therapist in formulating interpretations that will lead to dynamic insight on the part of the patient is discussed.—N. H. Pronko.

7039. Roth, Nathan. The acting out of transferences. *Psychoanal. Rev.*, 1952, 39, 69-78.—Acting out of transferences is a repetitive attempt of the ego, dominated by a neurotic superego, to always gratify id wishes quickly, fully, and with a minimum of effort. The original situation where this kind of gratification was denied is repressed because of the

pain caused the ego. The repressed returns to undo the pain until through analytic insight the ego learns the futility of trying to live up to the ideal of omnipotence.—D. Prager.

7040. Schauer, Gerhard. (Regional Off. V. A., Brooklyn, N. Y.) The function of an audience analyst in psychodrama. *Group Psychother.*, 1951, 4, 197-205.—The spectator in group psychotherapy wishes to understand what he saw and heard and to relate it to his own experience. The audience analyst may perform this function. Psychodrama production provides a basis for examining experience and relating it. Rigidly directive methods and rigidly psychoanalytic and nondirective methods fall short in meeting the needs of many patients. Psychodrama in group form is designed to make the subject his own authority over his experiences, feelings, and wishes and is designed to assist him actively or directionally if necessary in a group setting without violation of his identity.—V. Johnson.

7041. Scherer, Isidor. (VA Hospital, Northampton, Mass.) The effect of brief stimulus electroconvulsive therapy upon psychological test performances. *J. consult. Psychol.*, 1951, 15, 430-434.—"It was the purpose of this experiment to measure the effect of brief stimulus electroconvulsive therapy on the test performance of mental patients." Within certain limitations, as described by the authors, they concluded that the therapy seemed to cause no "discernible psychological loss" as measurable by the test battery used.—F. Costin.

7042. Schneck, Jerome M. The elucidation of spontaneous sensory and motor phenomena during hypnoanalysis. *Psychoanal. Rev.*, 1952, 39, 79-89.—Spontaneous sensory and motor phenomena during hypnoanalysis may prove extremely helpful in understanding the patient and in influencing the time and direction of therapy.—D. Prager.

7043. Schultz, J. H. *Übungsheft für das autogene Training (konzentrierte Selbstentspannung)*. (Exercise-booklet for autogenic training (concentrative self-relaxation).) (6th ed.) Stuttgart: Thieme, 1952. 28 p. DM 3.—Schultz's system of psychotherapeutic relaxation is expounded at length in his *Das autogene Training* (see 25: 7498), of which this *Übungsheft* is not a condensation; rather it is a pamphlet for the doctor to put into the patient's hands, to facilitate the training-process.—D. M. Purdy.

7044. Zutt, J. *Psychotherapeutische Probleme. Interpretation oder Heilung. Die besondere Nosologie*. (Psychotherapeutic problems. Interpretation or cure. The particular nosology.) *Nervenarzt*, 1948, 19, 1-6.—The experiences of psychotherapy during the last twelve years show that psychotherapy is only applicable to disorders of psychic origin. Only in exceptional cases do somatic conditions have their source in psychic phenomena. The importance of psychogenesis is overemphasized. The author offers a critique and discussion of the exaggerated position which the concepts of "psychogenesis" and "neurosis" have occupied neither of which have be-

come sufficiently crystallized. An analysis and searching criticism of the psychotherapeutic movement, inaugurated by psychoanalysis is offered, in which the close connection of somatic and psychic factors is not adequately recognized.—*J. Deussen.*

(See also abstracts 6679, 7010, 7149)

CHILD GUIDANCE

7045. Alt, Herschel. (*Jewish Board of Guardians, New York.*) Recent trends and developments in child guidance. *Jewish soc. Serv. Quart.*, 1951, 28, 191-199.—Alt discusses some of the more important "changes in the character of children and their families; in treatment methods and treatment resources." In addition he indicates some of the problems which are yet to be met, not the least of which is the "gap between available resources and demand for service." It is necessary to provide sufficient time for "evaluation and appraisal of what we do, so that it might not only mean better service to the children we treat but to children everywhere."—*M. A. Seidenfeld.*

7046. Amado, Georges. Le Centre de Vitry. (The Vitry Center.) *Criança portug.*, 1951, 10, 127-135.—The Vitry Center specializes in the guidance of minors presenting character disorders. Children accepted range in age from five to twelve, and must have Terman IQ's of 85 or over. Children are retained in this center for three to five months. Psychological and neuropsychiatric evaluations are made, and individual and group psychotherapy is done. English summary.—*R. J. Corsini.*

7047. Braestrup, P. W., & Ricklefs, G. The treatment of psycho-somatic disorders in childhood with special reference to treatment primarily of the mothers. *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 57-59.—Abstract.

7048. Coleman, Jules V., Chm. Symposium, 1951: Artie: a victim of an inconsistent parental relationship. *Amer. J. Orthopsychiat.*, 1952, 22, 1-51.—This is the presentation by Elizabeth H. Holmes and Joseph P. Lord of a child guidance clinic case which illustrates the concomitant treatment of parent and child by two people. The psychotherapy with the child and the casework with the mother are reported in parallel time periods. The case is discussed by Simon H. Tulchin, Annette Garrett, Harold H. Anderson, Katherine M. Wickman and Othilda Krug. Many different points of view are brought in by the different discussants and some describe how their clinics would have handled a similar problem.—*R. E. Perl.*

7049. Cremieux, Albert. La neuropsychiatrie infantile dans la region de Marseille. (Child neuropsychiatry in the Marseilles region.) *Criança portug.*, 1951, 10, 143-148.—A consulting service in child neuro-psychiatry was established in 1936 and one in 1943 in the Marseilles region. At the present time two other services exist in this area. English summary.—*R. J. Corsini.*

7050. Fairweather, Mary E. Early placement in adoption. *Child Welfare*, 1952, 31(3), 3-8.—Con-

crete material, based on experience, is given by this author in explaining her reasons for advocating early placement in adoptions. Applicants preferences, testing of infants and re-tests, and follow-up study of early placements are treated and evaluated.—*S. M. Amatora.*

7051. Greenwood, Edward D. Some problems in group care treatment. Round Table, 1951. The psychiatrist's role in residence treatment. *Amer. J. Orthopsychiat.*, 1952, 22, 110-113.—The role the psychiatrist plays in a residential treatment center depends upon his training, his personality and his personal needs. He may be used as an administrator, as a director of psychotherapy, or as a consultant to a residential treatment program. The acceptance by the psychiatrist of a dual role makes for numerous complex problems.—*R. E. Perl.*

7052. Hagan, Helen R. Residential treatment. *Child Welfare*, 1952, 31(1), 3-6; 9.—The needs of the disturbed child for a therapeutic environment are discussed in detail. These include needs in remedial education, a corrective school experience including feelings about school, creative occupational and recreational opportunities as outlets for dammed-up energies, and a re-directing of emotional experiences. The author cites the case of one disturbed child who was helped by such treatment to gain insight into his problems.—*S. M. Amatora.*

7053. Joselyn, Irene. (*Chicago (Ill.) Inst. Psychoanalysis.*), & Towle, Charlotte. Evaluating motives of foster parents. *Child Welfare*, 1952, 31(2), 3-9; 14-15.—This paper given by the first author and discussed by the second seeks to evaluate the motives of prospective foster parents. The authors contend that often the reasons given by people for wanting to be foster parents mask their real, underlying motives. A list of the most commonly expressed motives is given. This is followed by examples of the real, but underlying motives which do not justify the person's desire for a child.—*S. M. Amatora.*

7054. Lucas, Leon. Some problems in group care treatment: some criteria for group care. *Amer. J. Orthopsychiat.*, 1952, 22, 98-104.—Criteria are given for deciding on group care as a method of choice. Children who present behavior disorders which the parents and community cannot tolerate, those severely retarded intellectually, children who cannot be sufficiently accepted by their families, those whose behavior is too bizarre and those too physically handicapped represent the large groupings of children who may be best served for varying lengths of time in group care.—*R. E. Perl.*

7055. Mayer, Morris F. Some problems in group care treatment. Round Table, 1951. Some problems relative to the cottage parent. *Amer. J. Orthopsychiat.*, 1952, 22, 104-110.—The functions of the cottage parents in an institution dealing with non-psychotic children are the management of the cottage so that basic order and a secure everyday living process are established, the establishment of a group out of an aggregate of individuals, and the establishment of relationships to the individual children in the

cottage on the basis of the individual needs of the children. Joint operational conferences have proved especially helpful to cottage parents as decisions are not sprung on them by caseworkers or psychiatrists but come after having been planned with them.—*R. E. Perl.*

7056. Meignant, Paul. *L'assistance medico-sociale aux enfants mentalement inadaptés en Lorraine.* (Medical social services for maladjusted children in Lorraine.) *Criança portug.*, 1951, 10, 149-151.—Medical-social services for maladjusted children (delinquents, vagabonds, defectives) in Lorraine are coordinated by a Regional Association for the Protection of Children. A four-phase program of prevention, diagnosis, treatment and after cure is maintained. A marked decrease in delinquency and an increase in interest in the problem of children has resulted from this service. English summary.—*R. J. Corsini.*

7057. Papanek, Ernst. Some problems in group care treatment. Round Table, 1951. International trends in treatment in training schools and institutions. *Amer. J. Orthopsychiat.*, 1952, 22, 118-126.—After reviewing some of the trends in group care from Pestalozzi to our present post-war institutions, the author concludes that a seesaw battle for primacy is still going on among the concepts of solitary confinement, corporal punishment, complete permissiveness, natural and artificial consequences. There is a trend to use more casework services and a trend to train the counselor to do both a casework and a counseling job. There is a trend to make professional group work and group therapy the main treatment factors in institutions.—*R. E. Perl.*

7058. Schwarz, Hedwig. Consultation and treatment in a boarding school. *Understanding the Child.*, 1952, 21, 53-57.—Drawing from her experiences as a child therapist, the author suggests that trained child therapists are needed to treat emotional deviants in the school setting. The classroom teacher should have enough psychological knowledge to spot individual deviations, but attempts to deal with individual difficulties within the classroom tend to detract from the work of the class as a whole. The teacher and therapist must work together for the benefit of the child through respecting each other's role.—*W. Coleman.*

7059. Sterba, Editha. The role of the child analyst as a consultant. *Amer. J. Orthopsychiat.*, 1952, 22, 127-137.—Several examples from the author's own consultations are presented to illustrate some of the problems involved in psychiatric consultation. The consultant for casework with children must be able to size up the emotional and ego development and the symptomatology of the child and his defense reactions and must be able to convey this understanding to the worker in terms that match the worker's training and experience. The consultant must be sufficiently familiar with all types of techniques used in casework with children to recognize what technique the worker is using and to judge its appropriateness to the case.—*R. E. Perl.*

7060. Stone, Claire. Some problems in group care treatment. Round Table, 1951. Aftercare. *Amer. J. Orthopsychiat.*, 1952, 22, 113-118.—Group care institutions must recognize their obligations to provide continuity of service in carrying through the total child care job; not permitting the period in group care to be an isolated part of the child's life, but an integrated part of his whole experience. A sound aftercare program is expensive as it requires a casework staff with sufficient time and skill to carry a wide variety of responsibilities, an awareness that there must be coordination of planning from the time of intake until the child and his family are ready to take their places as responsible community members.—*R. E. Perl.*

7061. Weisenbarger, Ruth. Direct casework with the child in foster home placement. *Child Welfare*, 1951, 30(4), 3-6.—The author believes that the worker must have a direct and meaningful relationship with the child to enable him fully to use his foster home experience. After discussing the foster parent's role, the child's preparation for placement, she illustrates her points with excerpts from histories of case material.—*S. M. Amatora.*

(See also abstract 7216)

VOCATIONAL GUIDANCE

7062. Bénassy-Chauffard, C. *L'organisation de l'orientation professionnelle des inadaptés en France.* (The organization of vocational guidance of maladjusted people in France.) *Criança portug.*, 1951, 10, 109-114.—The basic principles of vocational guidance are technical accuracy and human and social knowledge. Individuals who come to guidance centers are given intelligence tests and tests of aptitude. In doing guidance work with maladjusted people, it is equally important to stress strong positive points as weak points. English summary.—*R. J. Corsini.*

7063. Geist, Harold. (Stanford U., Calif.) Validity of Minnesota occupational rating scales. *J. appl. Psychol.*, 1952, 36, 23-28.—150 counseling records including scores on each of the following tests: AGCT (Civilian Form), Bennett (Form BB) Minnesota Clerical, and Meier-Graves Art Test, were used to draw profiles from percentiles on these tests for each of the Dictionary of Occupational Titles categories. They were then compared with the profiles for the same occupational groups published in the Minnesota Occupational Rating Scales. 9 occupations are published in this paper, showing a comparison of the Minnesota profile with the experimental profile for each of the occupations. Similarities are greatest between the two profiles in the case of "managerial" work and least in the case of "personal service" work.—*W. H. Osterberg.*

7064. Ginzberg, Eli. (Columbia U., New York.) Toward a theory of occupational choice. *Occupations*, 1952, 30, 491-494.—The theory of occupational choice which has been developed at length in other publications by the present author and others, is

briefly explained here. The basic elements in the theory are: occupational choice is a process; the process is largely irreversible; compromise is an essential aspect of every choice. It is felt that the theory is only the first approach to a general theory, and future research needs are indicated.—G. S. Speer.

7065. Jesness, Robert F. (St. Peter State Hosp., Minn.) To refer or not to refer. *Occupations*, 1952, 30, 521-524.—The vocational counselor, in determining whether to refer a client for psychotherapy, should consider: the depth and duration of the client's problems, the training of the counselor himself, the personal and environmental resources of the client, and the availability of psychological assistance.—G. S. Speer.

7066. Piéron, Henri (Ed.). *Le contrôle de l'orientation professionnelle*. (Control of factors involved in vocational guidance.) Paris: Institut National d'Étude du Travail et d'orientation Professionnelle, 1949. 111 pp. After a preface by the editor, there are 8 articles on the general subject of orienting apprentices to their field of work: C. Bénassy-Chauffard: results of a study conducted in a vocational guidance center. A. Nepveu: certain features concerning control of vocational orientation. M. Reuchlin: effects of unreliability on the search for control of vocational orientation. M. A. Leon: the work of the counselor in an apprentice training center. A. Séris: comparative stability and value of direct apprentice training as contrasted with acquiring trade knowledge in an institution of technical training. G. Bernyer: experience in vocational selection in a manual training school. R. Hugonnier: a program of apprenticeship. Jean Beaussier: prediction and criteria of vocational success. The series is interrelated, in that the various authors deal with the apprenticeship problem, from original selection to measures of success on the job.—R. W. Husband.

7067. Spiaggia, M., Teitelman, H., Frank, J., & Abramsky, M. Dynamic vocational counseling; junior high school guidance project. *J. educ. Sociol.*, 1951, 25, 169-176.—A seventh grade male population was used to study vocational group guidance techniques. The observations made from the project are noted; one of these lends support to the belief that vocational counseling cannot be separated from personal counseling.—D. F. Schaefer.

BEHAVIOR DEVIATIONS

7068. Cerulli, Frank. A specific treatment for neurovegetative dystonia. *Amer. J. Psychiat.*, 1952, 108, 779-784.—In an effort to determine finer screening methods that might avoid future increase in military psychiatric cases, a report is made of an evaluation of 32 veterans who came for treatment to the private office of a psychiatrist. Investigation of these cases was divided into premilitary, military, post-army civilian and treatment phases. It is concluded that great care in interviewing individuals should be taken.—N. H. Pronko.

7069. de Boor, Wolfgang. (U. Köln, Germany.) Bericht über organische Wesensänderung. (Report on the literature of organic personality changes.) *Fschr. Neur.* 1951, 19, 147-178.—The common psychic traits of individuals with organic personality changes are perseveration and abnormal insistence on a particular point, and the loss of psychic "polygonal dimensions" in exchange for intellectual well defined disturbances in the process of conceptualization.—P. L. Krieger.

7070. Eissler, K. R. Time experience and the mechanism of isolation. *Psychoanal. Rev.*, 1952, 39, 1-22.—According to Spengler time may be experienced only in the present (id), as finite and static (superego), or as infinite and dynamic (ego). May a psychopathological formation in a contemporary patient represent in distorted fashion a picture of the prevailing personality structure of those who participated in the creation of an ancient culture? The patient cited used isolation and depersonalization extensively and followed the principles of an ancient culture in her artistic endeavors. The schizophrenic helps us study the primitive mind. The neurotic adult gives access to the sexuality of the infant. Perhaps a refined ego-psychology will aid in the study of problems of past historical periods.—D. Prager.

7071. Flicker, David J., & Davison, Henry A. The psychiatric resources of New Jersey. *Amer. J. Psychiat.*, 1952, 108, 785-788.—State facilities for care of psychiatric, feeble-minded, and problem patients are described. Child-guidance facilities, the psychiatric manpower of New Jersey, interest in rehabilitation, mental health and the state Neuropsychiatric Association are also discussed.—N. H. Pronko.

7072. Gaupp, Robert. Some reflections on the development of psychiatry in Germany. *Amer. J. Psychiat.*, 1952, 108, 721-723.—In broad the author sketches the development of German psychiatry from the nineteenth century to recent times. The role of the Heidelberg Clinic is indicated.—N. H. Pronko.

7073. Janzarik, Werner. (U. Heidelberg, Germany.) Induzierendes Irresein, induzierte Reaktion und die Frage der Suggestion. (Induced delusions, induced reactions, and the problem of suggestion.) *Fschr. Neur.*, 1951, 19, 85-99.—The determining factor of an induced reaction is not found in the experience of the delusion itself but in the dependence upon a specific environment and in the disconcertedness of the induced subject in an abnormal environment. This phenomenon is illustrated with the case of a very superstitious Bavarian peasant family that had become subject to attacks. The "Our-World" with its inner sense and its inherent validity progressively became the exclusive point of reference and thereby their eventual doom.—P. L. Krieger.

7074. Jurko, Marion; Jost, Hudson, & Hill, T. S. (Gailor Psychiatric Hosp., Memphis, Tenn.) Pathology of the energy system: an experimental-clinical

study of physiological adaptive capacities in a non-patient, a psychoneurotic, and an early paranoid schizophrenic group. *J. Psychol.*, 1952, 33, 183-198.—Polygrams (respiration, blood pressure, heart rate, skin conductance, and overt muscle response) were recorded on non-patient, psychoneurotic, and early paranoid schizophrenic groups, under these conditions: no stimulation, during study of Rosenzweig Picture Frustration Study, and following withdrawal of stimulation. Results were: delayed mobilization in the psychoneurotic and schizophrenic group, excessive mobilization in the psychoneurotic group, aberrant form of energy discharge in the schizophrenic group, and delayed recovery in the psychoneurotic and schizophrenic groups.—*R. W. Husband.*

7075. Malmö, Robert B., & Shagass, Charles. Studies of blood pressure in psychiatric patients under stress. *Psychosom. Med.*, 1952, 14, 82-93.—The main purpose of this study was to determine whether, under stress, blood pressure in psychoneurosis would differ significantly from normal. Continuous blood pressure recordings were made from psychoneurotics, normals, acute psychotics, and chronic schizophrenics under pain stimulation, rapid discrimination, and mirror drawing. Rise in systolic pressure under stress was greater for psychoneurotics than controls. Chronic schizophrenics resembled normals. The significance of these findings is discussed.—*J. W. Bowles.*

7076. Poyer, G. (Sorbonne, Paris.) L'enseignement de la psychologie pathologique et la culture générale. (The teaching of pathological psychology, and general culture.) *Année psychol.*, 1951, 50, 639-645.—The student of pathological psychology learns how to adopt a new attitude, a point of view regarding illness, that explains the patient's words, gestures and other reactions. Clinical experience teaches the student to consider the patient's individuality and personal characteristics, his family and social background, leading to reeducation of both the individual and the public whose attitude is often the cause of the patient's difficulties.—*G. E. Bird.*

7077. Strecker, Edward A. (U. Pennsylvania, Philadelphia.) Basic psychiatry. New York: Random House, 1952. 473 p. \$3.57.—This book is written to provide the general reader with a survey of the entire field of psychiatry. Emotional maturity is regarded as the core of the problem of behavior trouble. After chapters on causation, classification and symptoms, the major psychiatric categories are discussed. Final chapters are devoted to such topics as treatment, a design for childhood, and psychiatry and war.—*J. W. Bowles.*

7078. Wittenborn, J. R. (Yale U., New Haven, Conn.), & Holzberg, J. D. The generality of psychiatric syndromes. *J. consult. Psychol.*, 1951, 15, 372-380.—The purpose of this investigation was to "examine the possibility that the clustering of symptoms among mental hospital patients is relatively stable and not greatly altered by differences in raters

and differences in hospitals." To test this hypothesis a factor analysis was made of the intercorrelations among 51 symptom rating scales. Sample was 250 patients. Data revealed evidence "that symptom-clustering is a sufficiently stable phenomenon to justify its use as a basis for descriptive procedures."—*F. Costin.*

(See also abstracts 6628, 7258)

MENTAL DEFICIENCY

7079. Benda, Clemens E. What is mongolism? (Congenital acromicria.) Pathogenesis and experimental treatment. *Int. Rec. Med.*, 1952, 165, 75-91.—Evidence suggests that the mongoloid visceral skull lags greatly in development during the third to fifth fetal month. Evidence points to a congenital "acromicria." Growth deficiency involves the whole skeleton and points to a defect in central growth regulation. A possible treatment would have to stimulate the decelerated growth rate. The present study reports on observations made with the application of a new pituitary hormone administered to more than 50 patients.—*J. W. Bowles.*

7080. Engberg, E. J. Keeping in step. *Amer. J. ment. Def.*, 1952, 56, 771-774.—A plea is made for professional and parent groups to join in a common effort to improve as rapidly and completely as possible existing programs for the mentally deficient by keeping in step with the leaders in the various special fields dealing with this handicap.—*V. M. Staudt.*

7081. Engle, T. L. (Indiana U., Fort Wayne.), & Hamlett, Iona C. Constancy of the I.Q. with mentally deficient patients as measured by the Time Appreciation Test. *Amer. J. ment. Def.*, 1952, 56, 775-776.—In order to learn something of the extent to which the IQ tends to remain constant, mentally deficient patients were retested after three years with Buck's Time Appreciation Test. A correlation of .82 was found between test and retest. There was less than one point change in mean IQ. Young patients and those with original IQ's below 60 showed a slight increase; older patients and those with original IQ's above 60 tended to decrease slightly in IQ. However, over three-fourths of the patients remained in the same clinical classification according to this test.—*V. M. Staudt.*

7082. Hegge, Thorleif. (Wayne County Training School, Northville, Mich.) Introduction. *Amer. J. ment. Def.*, 1952, 56, 665-670.—This article is an introduction to a symposium entitled "Children with mental and emotional disabilities" held in celebration of the twenty-fifth anniversary of the Wayne County Training School, Northville, Mich. A brief review of the institution's history and its research projects is given.—*V. M. Staudt.*

7083. Heuyer, G. Débilité intellectuelle et débilité mentale. (Intellectual and mental deficiency.) *Année psychol.*, 1951, 50, 665-669.—It is possible to determine a threshold below which certain pupils of the primary school do not profit by much teaching. Their number increases with age.

These should be assigned to special instruction. Mental disability is a complex and uncertain term. Rigid classification according to mental tests may establish artificial categories which are not true to life. The terms used should be mental retardation and retardation of adaptability. Deficiency that does not go below certain levels in these respects, however, should be viewed with optimism.—G. E. Bird.

7084. Hoven, H. L'acide glutamique chez les déficients mentaux. (Glutamic acid in the mentally deficient.) *Acta neurol. psychiat. Belg.*, 1951, 51, 1-8.—Of 20 mentally deficient women, ages 17 to 47, mostly imbeciles and idiots treated with glutamic acid, 7 cases are reported here as representative of varied results obtained: an improvement in some; an apparent improvement in intelligence in some; no improvement in others. Summing up, the author maintains that intelligence is perhaps not augmented but rather functions in a manner more normal and that probably in little children with mental deficiency the glutamic acid may exert a more intense action on the defective intelligence by suppressing mental disturbances which are opposed to a normal development of the intelligence.—F. C. Sumner.

7085. Kanner, Leo. Emotional interference with intellectual functioning. *Amer. J. ment. Def.*, 1952, 56, 701-707.—The impact of the emotions on cognitive functioning is discussed. The author observes that the knowledge of the emotional impact on intellectual functioning has helped to individualize the study of mental deficiency. It has enlarged the group of apparent feeble-mindedness, or as some have called it, pseudo-feeble-mindedness. It has given further impetus to the recognition of the heterogeneity of the feeble-minded.—V. M. Staudt.

7086. Kirk, Samuel A. (U. Illinois, Urbana.) Experiments in the early training of the mentally retarded. *Amer. J. ment. Def.*, 1952, 56, 692-700.—A report is presented of an experiment at the University of Illinois which tested the hypothesis that mental and social development of children can be accelerated if the children are given maximum educational opportunities at the formative years of three, four and five. The design of this experiment is described as well as the procedures of evaluation. Final results are not reported since the study is not completed. Therefore only a progress report is given.—V. M. Staudt.

7087. McCandless, Boyd. (U. Iowa, Iowa City.) Environment and intelligence. *Amer. J. ment. Def.*, 1952, 56, 674-691.—The *sine qua non* nature of environment both in the development and maintenance of intellectual functioning is herein demonstrated. The need for further research on the problems of the mentally defective is stressed. 90-item bibliography.—V. M. Staudt.

7088. Menzel, Mariella Z. (Letchworth Village, Thiells, N. Y.) Psychotherapeutic techniques among the mentally deficient. *Amer. J. ment. Def.*, 1952, 56, 796-802.—The value of occupational therapy in the training of the mentally defective is

described. It permits the patient to have an outlet for his suppressed drives and emotions, and to bring him to face both the realization of himself and his environment. The fact that the occupational therapist is part of the psychiatric team is emphasized. A case study is also included to demonstrate the use and usefulness of occupational therapy.—V. M. Staudt.

7089. Sarason, Seymour. (Yale U., New Haven, Conn.) Individual psychotherapy with mentally defective individuals. *Amer. J. ment. Def.*, 1952, 56, 803-805.—The significance of the absence of research in the area of individual psychotherapy with mentally defective individuals is discussed. The author emphasizes that until the necessary research is done it will be impossible to affirm or deny the hypothesis that many mentally deficient individuals could derive much benefit from individual psychotherapy.—V. M. Staudt.

7090. Sloan, William. The pre-school class at the Lincoln State School and Colony. *Amer. J. ment. Def.*, 1952, 56, 755-764.—The author reports the results of the initiation of an experimental class for children of nursery school age at the Lincoln State School. Four cases are discussed to illustrate the types of problems encountered in this kind of work.—V. M. Staudt.

7091. Smith, Elizabeth M. (Willowbrook State School, Staten Island, N. Y.) Emotional factors as revealed in the intake process with parents of defective children. *Amer. J. ment. Def.*, 1952, 56, 806-812.—A brief history of Willowbrook State School is presented. The focus of the paper is mainly on the baby group because the school's special infant program is its unique feature. The emotional deviations observed in the parents of these children and their reactions to the mental deficiency of their children are thoroughly described.—V. M. Staudt.

7092. Stevenson, George S. (National Ass. Mental Health, New York.) A community program for the mentally retarded. *Amer. J. ment. Def.*, 1952, 56, 719-726.—Since most mentally deficient begin and end their lives in the community, the key to a program for the mentally deficient is found in following the individual through from conception to death with all of his major variations to see what he needs. The author discusses his program in terms of five periods: prenatal, the period from birth to five years, the period of schooling, the period of more or less productive activity, and the period of social dependence that comes along with old age.—V. M. Staudt.

7093. White, Wesley D. (Southbury Training School, Southbury, Conn.) The educational and training program for institutional care of the mentally handicapped. *Amer. J. ment. Def.*, 1952, 56, 765-770.—The results of a questionnaire study in which educators, psychologists, parent groups and others were asked to express their opinions, are given. Opinions were solicited in respect to the manner in which the educational and training program of an institution can meet the needs of the mentally de-

fective children under its care. The implications of this study that can be carried out at Southbury Training School in the future are noted.—V. M. Staudt.

7094. Whitney, E. Arthur. (*Elwyn Training School, Elwyn, Pa.*) Mental deficiency—1951. *Amer. J. ment. Def.*, 1952, 56, 737-746.—A review of the strides made in understanding and providing for mental defectives, is presented. 20 references.—V. M. Staudt.

(See also abstracts 6853, 6974, 7220, 7223)

BEHAVIOR PROBLEMS

7095. Bose, G. The mechanism of defiance. *Samiksd*, 1951, 5, 57-74.—This is a reprint from an earlier publication in the *Indian Journal of Psychology* (see 21: 398). Points are selected from a case history to illustrate the unconscious defiance of the ego against the superego.—J. W. Bowles.

7096. Cleugh, James. The Marquis and the Chevalier: a study in the psychology of sex as illustrated by the lives and personalities of the Marquis de Sade (1740-1814) and the Chevalier von Sacher-Masoch (1836-1905). New York: Duell, Sloan & Pearce—Boston: Little, Brown, 1952. 295 p. \$4.00.—This double biography is "wholly non-technical" although its subject "in the abstract, is sado-masochism, or . . . algolagnia. . . ." The behavior to which the terms sadism and masochism have been applied "is as old as human nature and as wide-spread. . . ." The Frenchman de Sade and the Austrian von Sacher-Masoch in their behavior and in their literary writings explored all facets of these expressions of sexual behavior and emotion. About one half of the book is devoted to each man, with biographical details, personality, and investigation of writings being considered.—C. M. Louttit.

7097. Corsini, Raymond J. (*Wisconsin Dept. Public Welfare, Madison.*) Psychodramatic treatment of a pedophile; the case of Manuel. *Group Psychother.*, 1951, 4, 166-171.—The case of Manuel, a prisoner for a sex crime at San Quentin prison is reported "for the double purpose of showing the method of psychodrama in action and to illustrate a powerful effectiveness of psychodrama in unraveling neurotic criminality and the treatment of sexual deviation." Pent up hostility was released, insight was gained, and there was greater self realization, including recognition that the sex crime was probably a product of emotional disorganization.—V. Johnson.

7098. Crandall, Vaughn J. (*Fels Research Instit. Yellow Springs, O.*) Induced frustration and punishment-reward expectancy in thematic apperception stories. *J. consult. Psychol.*, 1951, 15, 400-404.—This study investigated "the relationship between induced frustration and punishment reward expectancy reflected in thematic apperception stories." It was found that there was a "statistically significant increased punishment expectancy" in the stories told by the frustrated subjects of the study.—F. Costin.

7099. Dahlgren, K. G. On death rates and causes of death in alcohol addicts. *Acta Psychiat. Kbh.*, 1951, 26, 297-312.—On the whole there is no increase in mortality among more than 10,000 Swedish males reported to a Temperance Board. Perhaps those alcoholics reported were unusually healthy physically. There is increased risk of death among alcoholics from violent causes, including suicide.—D. Prager.

7100. Frandsen, Sven, & Jacoby, Per. Eating problems in children. *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 61-62.—Abstract and discussion.

7101. Gørtz, Grete; Smith, Troels; Rasmussen, J., Boesen, I., Biering-Sørensen, K., Drucker, P., Fog, E., Henriques, A., Heinild, S., Kreutzfeld, H., Madsen, A., Ortmann, G., & Schondel, A. Overcrowded flats as aetiological moment of behavior diseases in childhood. *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 51-52.—Abstract.

7102. Gunnarson, Siv, & Melin, K. A. The electroencephalogram in enuresis. *Acta paediatr., Stockh.*, 1951, 40, 496-501.—Abnormal EEG's are found much more frequently in children never dry than in those who have had a dry period of a year or more. Immaturity of the nervous system may be the cause of the always wet children. Epilepsy was found in 2 of the 90 cases.—D. Prager.

7103. Haines, William H., & McLaughlin, John J. Narcotic addicts in Chicago. *Amer. J. Psychiat.*, 1952, 108, 755-757.—Drug addicts examined routinely by the Behavior Clinic of the Criminal Court of Cook County are described from a legal, sociological, and psychological viewpoint. The group-social aspect of introduction and use of drugs is stressed and the high correlation between addiction and crime involvement is pointed out. The incidence of addiction is said to be widespread.—N. H. Pronko.

7104. Hampton, Peter J. (*Western Reserve U., Cleveland, O.*) A psychometric study of drinkers. *J. consult. Psychol.*, 1951, 15, 501-504.—On the basis of responses to a Personal History Questionnaire and the MMPI alcoholics were adequately differentiated from nonalcoholics. A trial Personality Questionnaire for Drinkers, developed by the author from the above named tests, was found to not only differentiate alcoholics from nonalcoholics but also different categories of alcoholics and different categories of nonalcoholics from each other. There did not seem to be a uniform personality pattern, as revealed by the Personality Questionnaire for Drinkers, which was characteristic of all intemperate drinkers. Suggestions for further research in this area are detailed.—F. Costin.

7105. Helminen, Sirkka-Liisa. Einige Gesichtspunkte zum Enuresisproblem bei Volksschulkindern. (One viewpoint on the enuresis problem in school children.) *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 62-63.—Abstract.

7106. Landis, Carney. (*Psychiatric Inst., Columbia U., New York.*) The frontal lobes and anguish: a new formulation of an old problem. *J. nerv. ment.*

Dis., 1952, 115, 203-214.—The thesis is developed that psychosurgery causes a diminution of the mental experience called anguish. Evidence is given that anguish may or may not appear in mental illness or intractable pain. This anguish is believed to result from an agent carried in the blood stream that sensitizes cortical tissue in the prefrontal area of patients who are susceptible. Susceptibility is caused by intra-organic impulses projected from the thalamic nuclei. Some indication of possible procedures with electro convulsive therapy is pointed out.—N. H. Pronko.

7107. Meerloo, Joost A. M. (162 W. 54th St., New York 19.) Artificial ecstasy: a study of the psychosomatic aspects of drug addiction. *J. nerv. ment. Dis.*, 1952, 115, 246-266.—"Artificial ecstasy—alcohol and drug addiction—is not merely an individual neurosis, but is part of a regressive social pattern complicated by peculiar individual pharmacologic reactions. Complete psychotherapeutic treatment is capable of dissolving the unique resistances of the addicted personality if one is able to handle the environmental threat at the same time." 81-item bibliography.—N. H. Pronko.

7108. Michaux, Léon; Gallot, H. M., & Bureau, G. Les perversions instinctives réactionnelles ou conditionnelles. (The reactive or conditioned instinctual perversions). *Criança portug.*, 1951, 10, 167-169.—A special group of perversions of the instincts has been noted characterized by three elements: clinical, being intentional; evolutionary, appearing or disappearing in connection with the maintenance or solution of the original emotional conflict; and etiological, being a function of psychic causes. English summary.—R. J. Corsini.

7109. Michaux, Léon, & Saulhier, M. La genèse des perversions instinctives. (The origins of perversions of the instincts.) *Criança portug.*, 1951, 10, 159-165.—The origin of perversion in children, whether constitutional or acquired, has not yet been settled. Prior to Freud, constitutional theories were accepted, but the current feeling is that in many cases perversions are acquired. There are three main classes of instincts: to keep alive; to reproduce; to live in society. Although psychoanalytic theories have been exalted in explaining perversions, ultimately the "how" lies in a constitutional tendency. English summary.—R. J. Corsini.

7110. Poe, John S. The successful treatment of a 40-year old passive homosexual based on an adaptational view of sexual behavior. *Psychoanal. Rev.*, 1952, 39, 23-33.—Homosexuality is not inborn but is a reparative behavior pattern produced by fear of the standard coital pattern. A 39 yr. old male who preferred passive anal intercourse and who had been overtly homosexual for 32 yrs. was successfully treated in 65 sessions over a period of 8 months.—D. Prager.

7111. Schachter, M. (1, rue Molière, Marseilles, France.) Comportement agressif et prédélinquance chez une jeune fille; rôle des facteurs psycho-mésologiques; intérêt des tests psychologiques-projectifs.

(Aggressive behavior and predelinquency in a young girl; rôle of psycho-mesological factors; value of projective psychological tests.) *Acta neurol. psychiat. Belg.*, 1951, 51, 272-279.—A young girl, 14 years and 9 months of age, in full puberty, was seen on account of behavior disturbances, instability, nervousness. Clinico-psychological study with the aid of projective tests of Rorschach and TAT furnished an understanding of the psycho-dynamics of her behavior.—F. C. Sumner.

7112. Zeda, Nona M. Case studies: a bad start in life. *Understanding the Child.*, 1952, 21, 58-61.—A case study of a thirteen year old boy handled by the New York City School's Bureau of Child Guidance is presented.—W. Coleman.

SPEECH DISORDERS

7113. Bakwin, Ruth, & Bakwin, H. Cluttering. *J. Pediat.* 1952, 40, 393-396.—Cluttering, defined as "rapid, confused, and jumbled speech" is differentiated from stuttering on the basis of likely improvement when the speaker concentrates upon his speech. Its clinical characteristics, pathogenesis, and treatment are considered.—M. C. Templin.

7114. Bloomer, Harlan, & Shohara, Hide. (U. Michigan, Ann Arbor.) Speech disorders among European military personnel in World War I: part 2. *J. Speech Hearing Disorders*, 1952, 17, 55-69.—A review of the literature on deaf-mutism and mutism, stuttering, aphasia and dysarthria as found in European scientific literature in the period 1914 through 1920. Incidence, etiology and pathogenesis, symptomatology, treatment and prognosis are discussed. A brief description of some of the major speech rehabilitation centers of the European Continent is included.—M. F. Palmer.

7115. Evans, Marsee Fred. (Birmingham-Southern Coll., Birmingham, Ala.) Efficiency is the goal in cerebral palsied speech. *Crippled Child*, 1952, 29(6), 19-21; 30.—The speech of the cerebral palsied can usually be improved. The aim is to enable them to achieve the maximum possible improvement.—G. S. Speer.

7116. Gens, George W. (New Jersey State Teachers Coll., Newark.), & Bibey, M. Lois. Congenital aphasia: a case report. *J. Speech Hearing Disorders*, 1952, 17, 32-38.—Study of a child thought to be aphasic-like rather than severely mentally retarded on the basis of symptoms of alexia and agraphia, and the therapeutic methods and improvement used. When any child presents a psychometric pattern of significant discrepancy in the Binet and Performance IQ and there are no etiological possibilities to explain the discrepancy such a child should be considered and treated as an aphasic child.—M. F. Palmer.

7117. Johnson, Wendell. (U. Iowa, Iowa City.) Being understanding and understood: or how to find a wandered horse. *Etc. Rev. gen. Semant.*, 1951, 8, 171-179.—The speech-handicapped person treated by a clinical worker may, despite an honest appreci-

ation of the effort in his behalf, justly feel that his problem is imperfectly understood. Clinical workers fail to understand their "cases" fully because they see and feel only what they are prepared, psychologically and evaluationally, to see and feel. They must recognize that they do not know how the handicapped person feels, and they should concentrate their interest on the individual treated rather than the work of treatment.—*M. J. Maloney.*

7118. Loewenberg, Richard D. **Speech impulse and language frustration.** *Etc. Rev. gen. Semant.*, 1951, 8, 110-116.—Human beings know a life long conflict between the urge to speak (the speech impulse) and their realization of the inadequacy of their communications (language frustration). Examples of the interplay of the two forces may be seen in "physiologically normal" aphasia, senile aphasia, the neologisms of schizophrenics, the paranoid reactions sometimes developed by new immigrants as a result of linguistic isolation. The author concludes, "Whatever the sources and causes of language distress may be, the drive to speak always asserts itself against even the strongest obstacles." 18 references.—*M. J. Maloney.*

7119. Morley, D. E. (*U. Michigan, Ann Arbor.*) **A 10-year survey of speech disorders among university students.** *J. Speech Hearing Disorders*, 1952, 17, 25-31.—A total of 33,339 students at the Univ. of Mich. have received speech examinations during the past 10-years. The incidence of clinically defective speech was 3.85%. 50.7% were articulation cases, 25.48% were stutterers, 15.04% were voice cases, and 8.75% were miscellaneous cases such as cleft palate and foreign accent. The number of speech defectives screened out during the 10-year period has decreased. Males outnumber females.—*M. F. Palmer.*

7120. Westlake, Harold. (*Northwestern U., Evanston, Ill.*) **A system for developing speech with cerebral palsied children. Part II. Crippled Child**, 1951, 29(2), 9-11, 28-29.—The series on speech training and muscle training for speech is continued (see 26: 5721). The present paper describes exercises and mechanical devices to improve breathing, phonation, chewing and control of the mouth, control of the tongue, and peristaltic movements.—*G. S. Speer.*

(See also abstract 7192)

CRIME & DELINQUENCY

7121. Cressey, Donald R. (*U. California, Los Angeles.*) **The criminal violation of financial trust.** *Amer. sociol. Rev.*, 1950, 15, 738-743.—Interviews with prisoners who had accepted a position of trust in good faith and who had violated the trust supported the hypothesis that trusted persons become trust violators if (1) they have a financial problem which they cannot tell anyone about, (2) they believe that the problem can be secretly resolved by violation of financial trust, and (3) they can apply verbalizations to their conduct which enable them to adjust their conceptions of themselves as trusted

persons with their conceptions of themselves as users of entrusted funds.—*W. W. Charters, Jr.*

7122. Fraenkel, Ernest. **La responsabilité dans la délinquance névrotique.** (Responsibility in neurotic delinquency.) *Psyché*, 1952, 7, 103-106.—The social reintegration of a boy who had turned thief was partially brought about even though his psychoanalysis could not be finished. There are four overt signs of neurotic delinquency: "1. Disproportion between risk and profit; 2. Awkwardness, favorizing pursuits; 3. Conflicting familial life, irregular familial constellation, and 4. Frustrations of all kinds." There are five defense mechanisms against pulsional incitation: "1. Analysis by reasoning; 2. Neutralization by means of correcting an opposing tendency; 3. Canalization by a measured and socially adapted abreaction; 4. Transformation by sublimation and; 5. Onirique abreaction by means of dreams."—*G. Besnard.*

7123. Lubchansky, J. **Une enquête sur le pronostic éloigné des troubles du caractère chez l'enfant.** (An inquiry on the long-term prognosis of character difficulties in the child.) *Criança portug.*, 1951, 10, 57-62.—There are many problems involved in the long-term prognostication of character disorders. In order to cast more light on the etiological causes of delinquency, a long-time longitudinal study of 1000 children has been initiated which will take ten years to complete. Preliminary studies indicate that type of work engaged in, nature of marriage status, political and religious affiliations are among the important variables. English summary.—*R. J. Corsini.*

7124. Morris, Norval. (*U. Melbourne, Australia.*) **The habitual criminal.** Cambridge: Harvard University Press, 1951. viii, 395 p. \$5.00.—A number of countries have established laws for the control of habitual criminals, which are variously defined. Laws of the various British dominions are compared. In 1948 the British Criminal Justice Act was passed which provided for long periods of preventive detention for those people convicted of three or more crimes after the age of seventeen. This detention is divided into three periods: the first, not to exceed two years, is to include complete study of the individual; the second stage is to be spent at a different prison, and is to contain special privileges; the third stage, not to begin before twelve months before provisional release, is intended to prepare the prisoner for social re-adaptation. A statistical study of social and criminal factors of 270 confirmed recidivists is presented.—*R. J. Corsini.*

7125. Nolan, Esther Grace. **School factors related to delinquency.** Los Angeles: Office of the County Superintendent of Schools, Division of Research and Guidance, 1951. ii, 67 p.—Through interview-questionnaire data obtained from counselors in each of 29 high schools in Los Angeles, supplemented by analysis of 50 case studies of predelinquents, critical school situations associated with delinquency were identified. These fell within the administrative area of inadequate course selection and

program adjustment, and within the area of teacher responsibility appeared as inflexible teaching methods, failure to appreciate real reasons for pupil failure, and unwholesome classroom climate. School programs and procedures effective in combatting delinquency included the use of adequate cumulative records and certain diagnostic and adjustive techniques.—*R. C. Strassburger.*

7126. Nony, C. *Délinquance et infériorité de l'intelligence.* (Delinquency and inferiority of intelligence.) *Année psychol.*, 1951, 51, 35-52.—No longer is delinquency attributed solely to lack of intelligence. The degree of intelligence can be considered as an element in the general picture, an element, however, that should be clearly understood along with other etiological factors. In delinquency the kind of offense should be considered as well as the level of intelligence of the family and the larger social groups. Younger criminals sometimes escape the courts, as do those who do not appear malicious. In the prison population wide differences in intelligence are apparent. In testing the delinquent in or out of prison it is advised that the examiner administer non-verbal individual tests, or a performance test combined with a verbal test as a control.—*G. E. Bird.*

7127. Patzschke, Wilhelm. (*Rosdorfer Weg. 76, Göttingen, Germany.*) *Sozialpädagogisches Verstehen.* (Understanding with reference to the social-educational field.) *Sammlung*, 1952, 7, 95-102.—The juvenile delinquent, feeling misunderstood and isolated, needs most of all to be understood and accepted by those who try to rehabilitate him. At the end of the educational process the juvenile himself is capable of understanding his environment and desires independence instead of wanting only to be understood.—*M. J. Stanford.*

7128. Rom, Paul. *Souvenirs de quelques délinquants.* (Childhood recollections of delinquents.) *Int. Z. Indiv.-Psychol.*, 1951, 20, 182-185.—Papers on "My First Childhood Recollection," written by 50 normal and by 50 delinquent girls are compared. While 36% of the former had agreeable memories, only 8% of the latter did. Seven of the delinquents remembered adult deception while only one normal girl did. The 7 cases are discussed with the feeling that the memory was not a cause of the antisocial behavior so much as a justification for the behavior. German & English summaries.—*C. T. Bever.*

7129. Strang, Ruth. *Facts about juvenile delinquency.* Chicago, Ill.: Science Research Associates, Inc., 1952, 49 p. 40¢.—This booklet is written to help teen-agers understand the problem of juvenile delinquency and show them how they can prevent it from spreading.—*Author.*

7130. Van Bemmelen, J. M. *The constancy of crime.* *Brit. J. Delinquency*, 1952, 2, 208-228.—An examination of the statistics of crime in various countries indicates there is a remarkable consistency of criminal rates from year to year within each country as well as between countries. Quetelet's assertion that crime is a function of numerous nor-

mally distributed individual and social factors resulting in nearly identical rates when these factors remain constant satisfactorily explains the constancy of criminal rates. Those who would deny the importance of psychology of the individual depending solely on the analysis of social conditions as an explanation for crime are in error. The explanation for the lower crime rates of women is that women vary less than men and are therefore more adaptable to society.—*R. J. Corsini.*

7131. Wattenberg, William W. (*Wayne U., Detroit, Mich.*) *A comparison of repeaters and non-repeaters among boys in trouble with the police in Detroit in 1946 and 1947.* *Michigan Acad. Sci., Arts, Letters*, 1951, 35, 395-405.—A chi square analysis was made of reports made by Detroit Crime Prevention Bureau officers on 2137 boys who came to the attention of the police during the last five months of 1946, 672 repeating in 1947 and 1465 for whom no further record was noted. Of 54 items tested, 19 were significant (1%), six were borderline (5%), and 29 were inconclusive. Among the favorable signs were: adequacy of family income, ownership of a car, frequency of church-going, favorable attitude toward school, good family morale, and good intelligence. Delinquency is a complex phenomenon representing the interplay of many sociological and psychological forces.—*R. J. Corsini.*

7132. Wattenberg, William W., & Balistrieri, James J. (*Wayne U., Detroit, Mich.*) *Gang membership and juvenile misconduct.* *Amer. sociol. Rev.*, 1950, 15, 744-752.—Analysis of records of over 5,000 adolescent boys contacted on complaint by Detroit police showed that gang members are more apt to come from "easy-going" homes and socio-economically low neighborhoods than non-gang members, while non-gang members are more apt to come from tense or depriving families. Socio-economic indices predicted repeating among gang members, and family indices predicted repeating among non-gang members.—*W. W. Charters, Jr.*

PSYCHOSES

7133. Bettelheim, Bruno. (*U. Chicago, Ill.*) *Schizophrenic art: a case study.* *Sci. Amer.*, 1952, 186(4), 30-34.—This case study of a schizophrenic girl who lost both parents at an early age, documented by pictures drawn during three years of successful treatment, illustrates how art may be of aid in understanding and rehabilitating such a child.—*G. L. Grace.*

7134. Boyer, L. Bryce. *On the question of iatrogenic psychosis.* *Int. Rec. Med.*, 1952, 165, 107-116.—A synopsis of the histories of three women is presented. Each of these patients apparently became psychotic following some action of her physician. An attempt is made to evaluate the contribution of the doctors and recommendations offered which may help reduce iatrogenic symptom formation.—*J. W. Bowles.*

7135. Brody, Selwyn. *Psychiatric observations in patients treated with cortisone and ACTH.* *Psy-*

chosom. Med., 1952, 14, 94-103.—Psychiatric observations are presented on 8 cases of collagen and allied diseases treated with cortisone and ACTH. The hormones induced a variety of emotional responses. Some cases showed euphoria, there were effects on psychotic reactions in others, ambivalence or depression appeared in some. Personality factors contributed to the emotional reactions to cortisone and ACTH therapy. "On tracing back the pre-disease personalities it was found that the observed reactions to the hormone treatment coincided with former behavior patterns and appeared to be exacerbated versions of them."—J. W. Bowles.

7136. Bychowski, Gustav. (*N. Y. U., Coll. Med., New York.*) *Psychotherapy of psychosis*. New York: Grune & Stratton, 1952. vii, 328 p. \$5.75.—Each of the 34 chapters in Bychowski's book is in reality a brief essay on some phase of his clinical experience with psychotic patients. He discusses such matters as "special practical problems presented by the psychotic," "problems of transference," "problems of interpretation" and numerous other therapeutic problems which the clinician is likely to encounter. Other chapters deal with such fundamentals as paranoia, psychology of elation, the manic-depressive cycle, the phylogenetic and ontogenetic aspects of ego repression, development of delusion and a variety of other topics that arise out of his own observations and experience. The emphasis throughout is on the presentation areas for further investigation.—M. A. Seidenfeld.

7137. Chatterji, N. N. *Ideas of suicide in schizophrenia*. *Samiksha*, 1951, 5, 121-127.—The mechanism of ideas of suicide in the schizophrenic, as contrasted with the depressive patient, is discussed from the psychoanalytic viewpoint.—J. W. Bowles.

7138. Corbella, T., & Ramella, G. *Considerazioni fisiologiche e psico-patologiche sugli interventi chirurgici nelle varie malattie mentali*. (Physio- and psycho-pathological considerations on the surgical interventions in various mental illnesses.) *Arch. Psicol. Neurol. Psichiat.*, 1952, 13, 32-34.—A short survey of the present state of psychosurgery is presented. Considering the experimental data already gathered the authors think that it is possible to discriminate between patients as to the best approach (leucotomy, transcortical lobotomy or lobectomy). In so far as schizophrenia is concerned the authors suggest an earlier psychosurgery, that is "before the manifestation of symptoms of definitive mental deterioration." 8 personal psychosurgery cases (5 schizophrenics) are summarily presented.—A. Mamoi.

7139. de Paulo Rezende, Vicente. *Distúrbios de carência hormo-vitamínica-mineral n esquizofrenia*. (Disturbances of hormone-vitamin-mineral deficiency in schizophrenia.) *Hospital, Rio de J.*, 1951, 40, 241-250.—4 cases of schizophrenia are presented in which deficiency in tissue oxidation of the hypothalamus, deficient oxygenation of cerebral cells owing to insufficiency of iron, and vitamin C deficiency were remedied with subsequent amelioration of the mental condition.—F. C. Sumner.

7140. Ellsworth, Robert B. (*Pennsylvania State Coll., State College.*) *The regression of schizophrenic language*. *J. consult. Psychol.*, 1951, 15, 387-391.—Certain characteristics of schizophrenic language, as revealed through sentence completion tests, were investigated in order to interpret the meaning of schizophrenic regression. On the basis of findings described in this study, the author concludes that schizophrenic regression is "a function of thought disorganization resulting from non-reference to, and withdrawal from, the social group. The child and the schizophrenic have similar language content because both are non-oriented with regard to consensual reality."—F. Costin.

7141. Gilmore, Helen R. (*Yale U., New Haven, Conn.*) *Some observations on treatment in the terminal phases of hospitalization*. *Amer. J. Psychiat.*, 1952, 108, 749-754.—A plan (Day or Night) is described which permitted a small and selected group of patients to venture into the community in the later phases of their treatment. Its function in reducing the cost of hospitalization, in augmenting therapy, and facilitating vocational rehabilitation is discussed with illustrations from case histories.—N. H. Pronko.

7142. Glaser, Gilbert H. (*N. Y. Neurological Inst. 710 W. 168th St., New York.*) *The effects of frontal topectomy on autonomic nervous system stability in schizophrenia*. *J. nerv. ment. Dis.*, 1952, 115, 189-202.—The autonomic stability of two groups of schizophrenic patients and a control group were studied by administration of epinephrine (adrenergic), mecholyl (cholinergic) and cold pressor stimuli. The schizophrenics were studied before and after superior and orbital ablations of prefrontal cortex (topectomy). Blood pressure records were obtained and electrical skin resistance determined with the mecholyl test. Psychiatric observations were made, too. Results and their relationships to the psychological factors are discussed and the relevant literature reviewed.—N. H. Pronko.

7143. Gottlieb, Jacques S., Bobbitt, Francis S., & Freidinger, Arthur W. *Psychopharmacologic study of schizophrenia and depressions*. *Psychosom. Med.*, 1952, 14, 104-114.—Sodium amytal and benzedrine sulfate were administered to depressed and schizophrenic patients for five days and again on the fifth day after electric shock treatments. Patients were rated on quantity and quality of affect, motor activity and speech productivity. Individual differences were marked, but there were also differences between the depressed and schizophrenics. The significance of these between group differences is discussed.—J. W. Bowles.

7144. Gurvitz, Milton S. *World destruction fantasies in early schizophrenia: a Rorschach study*. *J. Hillside Hosp.*, 1952, 1, 7-20.—World destruction fantasies are detectable by Rorschach examination when clinically not evident. They are common enough in early, acute, latent, and incipient schizophrenia to be an important diagnostic sign. A psy-

chodynamic explanation of their appearance is presented.—C. T. Bever.

7145. Holt, William L., Jr., & Holt, Winifred M. Long-term prognosis in mental illness: a thirty-year follow-up of 141 mental patients. *Amer. J. Psychiat.*, 1952, 108, 735-739.—"All of the 141 patients admitted in 1921 to Westborough State Hospital, were investigated 30 years later. Only 7% of the group could not be traced. 26% of all admissions traced were recovered before death or when seen after 30 years. "It was noteworthy that the dementia praecox patients, constituting 42% of the group, accounted for 39% of the surviving patients in the community and 35% of all recovered patients. Where no significant diagnostic disagreement occurred throughout successive hospitalizations, only 13% of dementia praecox patients were recovered. Where the last hospital diagnosis was accepted as valid, 23% of dementia praecox patients were recovered at death or when seen after 30 years and an additional 6% were much improved."—N. H. Pronko.

7146. Jarvie, Hugh F., & Hood, Martin C. Acute delirious mania. *Amer. J. Psychiat.*, 1952, 108, 758-763.—"A case of acute delirious mania (Bell's mania) is described. It is regarded as an affective reaction with greater affinity to the fulminating agitated depressive state than to the manic phase of manic-depressive psychosis. The underlying physiopathological mechanisms that lead to death in this malignant form of psychosis are discussed. The administration of electric convulsive therapy in the early stages of the illness is advocated."—N. H. Pronko.

7147. Kahn, Theodore. An original test of symbol arrangement validated on organic psychotics. *J. consult. Psychol.*, 1951, 15, 439-444.—The test consists of fifteen plastic shapes of various colors and cultural associations. The administration takes approximately 30 minutes. It requires the subject to arrange the pieces on a felt strip several times under varying conditions. The technique has been found suitable for use with organic psychotics. It differentiated statistically between the hospital group of 50 male veterans diagnosed as psychotics with brain damage and a matched group of nonpsychotics. Scores were based on weights derived from *t*-ratios. The study indicates that the Symbol Arrangement technique may be of value in the identification of organic psychosis.—F. Costin.

7148. Liberson, V. V. T. Ondes électriques du cerveau et intelligence chez les malades mentaux. (Electric waves of the brain and intelligence of the mentally ill.) *Année psychol.*, 1951, 50, 677-703.—According to the aptitudes shown by the Shipley test, only those relative to conceptual thought are affected by age among adults. A conceptual index has been derived to correct the effect of age. There is a low but significant correlation between the Alpha frequency and the conceptual index among the functionally mentally ill over 50 years old. The action of intelligence could be due in part to the

integrity of regulator mechanisms of the brain waves localized in the diencephalon.—G. E. Bird.

7149. Peters, Henry N., & Jones, Francis D. (VA Hosp., North Little Rock, Ark.) Evaluation of group psychotherapy by means of performance tests. *J. consult. Psychol.*, 1951, 15, 363-367.—"The Porteus Maze Test and the Mirror Tracing Test were administered twice to 2 groups of hospitalized schizophrenics, with an interval approximately four months between the two examinations. One group received group psychotherapy during the interval between testings; the other group of patients received routine treatment. Marked differences were found between the performances of the two groups on both tests at the second examination. The psychotherapy group improved in quantitative and qualitative scores on the mazes; performance in mirror-tracing also improved. The patients in the control group did not show significant evidence of improvement on either test."—F. Costin.

7150. Polatin, Phillip, & McDonald, James F. (Columbia U., New York.) Involutional psychoses. *Geriatrics*, 1951, 6, 391-398.—Involutional psychoses do not develop suddenly, but are the result of the added strain of the climacteric upon persons prone to mental or emotional disturbance. "... the pre-psychotic personality of the involutional melancholic may be summarized as a marked compulsive character of a particularly rigid nature." The symptoms, treatment, and prognosis of involutional melancholia and involutional paranoid psychosis are discussed.—G. L. Grace.

7151. Rackow, Leon L. (V. A. Hosp., Montrose, N. Y.) Modified insulin, psychodrama, and rehabilitation techniques in the treatment of anxiety and tension states. *Group Psychother.*, 1951, 4, 215-222.—Individual and group therapy were instituted with one series of 98 veterans treated by insulin within a period of approximately one year. Psychodrama and group therapy methods followed directly upon the sub-coma insulin session. "Relief of anxiety by insulin therapy is marked and the patients are made more amenable and accessible to group therapy. The psychodrama periods provided considerable amounts of insight gaining and experience formation. Permanent results were not produced and in a large percentage of the cases relapse occurred fairly promptly when the patients returned to every day life." 21-item bibliography.—V. Johnson.

7152. Sackler, Mortimer D., Sackler, Raymond R., Sackler, Arthur M., Co Tui, & van Ophuijsen, Johan H. W. Sex steroid therapy in psychiatric disorders: the therapeutic effect of testosterone and estradiol on hospitalized psychotics: clinical findings. *Acta Psychiat., Kbh.*, 1951, 26, 415-438.—In schizophrenia a gonadal and/or thyroid and/or other hormonal deficiency exists in relation to an adreno-cortical excess. Testosterone-estradiol therapy resulted in improvement in 58% and in convalescence in 30% of 40 hospitalized psychotics. There were more beneficial results if treatment was

started early. 86% of hospitalized schizophrenics between the ages of 16 and 25 can be returned to their homes. We look forward to the day of effective biochemical prevention of psychoses.—D. Prager.

7153. Smith, Marion Reed; Bryant, John E., & Twitchell-Allen, Doris. (Longview State Hosp., Cincinnati, O.) Sociometric changes in a group of adult female psychotics following an intensive socializing program. *Group Psychother.*, 1951, 4, 145-155.—Four weeks of intensive resocializing activities were undertaken on a ward of 43 elderly psychotic women. Results included increased social interaction and communication, greater cohesiveness of group structure, greater responsiveness of patients individually and collectively to external stimuli and constructive activities, and some reduction in problem behavior. Because many of these changes disappeared within a short time after the program was discontinued it was recommended that the resocializing activity should probably be a permanent aspect of ward routine.—V. Johnson.

7154. Wittenborn, J. R. (Yale U., New Haven, Conn.). & Mettler, Fred A. Practical correlates of psychiatric symptoms. *J. consult. Psychol.*, 1951, 15, 505-510.—Using a sample of 60 schizophrenic patients, the authors correlated each of 9 symptom cluster scores with each of 61 occupational ratings scales. On the basis of these correlations, a detailed study was made of the "occupational and practical significance of the symptom clusters."—F. Costin.

(See also abstract 6888)

PSYCHONEUROSES

7155. Bitterman, M. E., & Holtzman, W. H. Development of psychiatric screening of flying personnel. III. Conditioning and extinction of the galvanic skin response in relation to clinical evidence of anxiety. *USAF, Sch. Aviat. Med.*, 1952, Proj. No. 21-37-002, Rep. No. 3, v, 232 p.—A group of 40 university men, similar in age and background to populations from which aviation cadets are drawn, were studied in a conditioning situation. A 5-sec., 1000-cycle tone served as the conditioned stimulus and a 1-sec., 3.5 ma. shock served as the unconditioned stimulus. Continuous graphic recordings of skin resistance were made. A team of four clinically trained psychologists rated these men for susceptibility to anxiety on the basis of Rorschach protocols, MMPI profiles, and behavior in a laboratory stress situation. Men rated high on anxiety conditioned more rapidly and extinguished less rapidly than men rated low.—Author.

7156. Braatoy, Trygve. (Ullevål Hosp., Oslo, Norway.) Psychology vs. anatomy in the treatment of "arm neuroses" with physiotherapy. *J. nerv. ment. Dis.*, 1952, 115, 215-245.—"The therapist should be fully aware of the intimate connection between speech and movement, because cases of neurosis which present verbal or psychologic problems as main symptoms cannot be cured unless the treatment includes the release of movements and emotions.

On the other hand, we meet with derangements of movement which cannot be remedied without dealing with the posture-determining factors which act on children and adults from a distance—words and facial expression, or lack of words and blank expressions." Case histories of arm neuroses not cured by physiologic treatment are included.—N. H. Pronko.

7157. Clark, Eleanor. A follow-up study of adolescent girls treated for hysteria. *Smith. Coll. Stud. soc. Wk.*, 1952, 22, 91-111.—29 girls, who had been treated for hysteria by both social worker and psychiatrist, were followed-up 1 to 6 years after discharge. 11 continued to improve, 8 held their therapy gains, and 8 regressed (2 unreported). As a rule, those who had gained the most in therapy were the ones who continued to gain. Notable gains were noted after therapy and after the follow-up period in that the improved patients tended to (1) have better relations with girls of similar age (but not with boys), (2) have improved vocational adjustments, and (3) be less hostile towards their parents.—G. Elias.

7158. Feer, Ellis. A case of obsessional neurosis. *J. Hillside Hosp.*, 1952, 1, 39-60.—Case of a 26 year old German-born, single, white, male patient was presented at the Clinical Conference at Hillside Hospital on October 22, 1950, and discussed by hospital staff.—C. T. Bever.

7159. Foulds, G. A. Temperamental differences in maze performance. Part II. The effect of distraction and of electroconvulsive therapy on psychomotor retardation. *Brit. J. Psychol.*, 1952, 43, 33-41.—The Porteus Mazes were administered twice to 75 psychoneurotics under conditions of modified instructions and scoring. After completing the test under the usual conditions, it was re-administered under conditions of distraction in which the subject counted verbally along with the experimenter. In general, the psychopaths and hysterics were clearly differentiated from the dysthymics. Following electroconvulsive therapy, the performance of dysthymics was speeded up under conditions of distraction. "An explanation in terms of partial deflection of attention was suggested."—L. E. Thune.

7160. Kempf, Edward J. Abraham Lincoln's organic and emotional neurosis. *A. M. A. Arch. Neurol. Psychiat.*, 1952, 67, 419-433.—Selected biographical facts are related and interpreted whereby the conclusion is reached that Lincoln "was never free for a day from the tendency to melancholy from the interactions of an organic visual neurosis (consequent to a severe head injury at the age of 10) and a specifically conditioned, emotional neurosis (mother fixation) that worked in a repetitive, vacillating, vicious circle"—against which he protectively developed his well-known philosophy and humor.—L. A. Pennington.

7161. Laforgue, R., & Allendy, R. La psychanalyse et les névroses. (Psychoanalysis and neuroses.) (Rev. ed.) Paris: Payot, 1951. 208 p. 600 fr.—This introductory treatise of 1924 is re-issued

with minor changes. The case-material is from the authors' practice. Prefaces by H. Claude and by Logre discuss the long-standing French opposition to psychoanalysis.—D. M. Purdy.

7162. Lopex-Ibor, J. (*General Hosp. Madrid, Spain.*) *Akinésie algique, dysopsie algique et akatisie.* (Algesic akinesia, algesic dysopsia and akathisia.) *Acta neurol. psychiat. Belg.*, 1951, 51, 287-299.—Presented are cases of algesic akinesia (loss of voluntary movement owing to painfulness of movement), algesic dysopsia (painful hypersensitivity of eyes to light), and akathisia (inability to remain seated). The author rejecting the traditional physiogenic theory of these disorders is convinced of their psychogenesis.—F. C. Sumner.

7163. Pickford, R. W. *Imitation and avoidance of a duodenal ulcer.* *Psychoanal. Rev.*, 1952, 39, 53-68.—A 37 yr. old male changed spontaneously from ulcer formation patterns to anxiety hysteria patterns on the basis of homosexuality and fears of death. The patient lost his teeth and the ulcer pattern concomitantly. A 24 yr. old male revealed no ulcer on operation for a diagnosed perforated duodenal ulcer, symptoms appearing after a lecture on "bones." Anxiety hysteria here was actually precipitated by his wife's pregnancy. Dream analysis revealed a marked ambivalence to father. Manipulation of the good father image and analysis of the oedipus complex coupled with encouragement of anal sublimations effected a cure of the anxiety hysteria.—D. Prager.

PSYCHOSOMATICS

7164. Ahnsjö, Sven. *Psychosomatic disorders in pediatrics.* *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 25-36.—Asthma, colitis, migraine, skin disorders and certain metabolic disturbances have a connection with psychic factors but the picture is complicated by allergic, hormonal, and other factors which make it difficult to draw general conclusions. No valid studies have been published comparing cases with and without psychological treatment. Treatment must re-educate the individual, relieve anxiety and insecurity, and release inhibitions. The child-parent relationship should be thoroughly investigated. Of 139 institutionalized enuretic children, those receiving weekend and holiday visits showed a decrease of enuresis in anticipation of the visits. It is assumed by the author that the visit increased the security of the child.—D. Prager.

7165. Andersen, Oluf. *Psychosomatic disease in childhood.* *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 37-43.—Psychosomatic disease is not a new conception. It would be wrong in examination and treatment of sick children to place more stress on either psychic or somatic aspects. Psychic and somatic factors can separately or jointly cause psychic or somatic disturbances or both. The central figure in both examination and treatment must be the physician. Treatment is aimed at improving both the somatic and psychic condition. The means available consist of somatic treatment, advice to

parents, psychic treatment of the child including suggestive influence and change of environment.—D. Prager.

7166. Benett, Rae. (*Winfield Tuberculosis Service, Chicago, Ill.*) *The psychiatric consultant in a tuberculosis hospital.* *Jewish soc. Serv. Quart.*, 1951, 28, 187-190.—A discussion of the psychiatrist's part in the care of the tuberculous. All new patients are screened by the psychiatrist and his services as consultant may be requested by the medical staff, the social worker, the hospital administrator or the patient himself. Close coordination with social worker is maintained. This program has been found to be of considerable help to the patient and the institution.—M. A. Seidenfeld.

7167. Grant, Marjorie. (*U. S. Public Health Service, Washington, D. C.*) *The group approach for weight control; report of a pilot study in Boston area, 1949-1950.* *Group Psychother.*, 1951, 4, 156-165.—The Boston Dispensary at the New England Medical Center undertook a pilot study in group discussion on weight control problems. Sessions lasted one hour per week for sixteen weeks and were under the supervision of a group leader. Medical clearance was obtained for each individual member who determined his own weight goal. Data after a one-year follow up indicates substantial decreases in weight and "it is the conclusion of the staff that the method of weight control attempted in this study may be a practical and successful measure to meet a difficult problem in public health."—V. Johnson.

7168. Iversen, Torben; Juel-Nielsen, Niels; Quade, Flemming; Tolstrup, Kai, & Østergaard, Lise. *On psychogenic obesity in children.* *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 59-60.—Abstract.

7169. Kotkov, Benjamin. (*V.A. Regional Off., Boston, Mass.*) *Experiences in group psychotherapy with the obese.* *Inter. Rec. Med.*, 1951, 164, 566-576.—An experiment in group therapy with the obese was conducted with patients selected from applicants obtained following newspaper and radio publicity of the program. Nine females and one male adults made up one group. Summaries of their 15 therapy sessions are presented. "Although no amazing over-all weight loss occurred, it is concluded that the group psychotherapy experience served as an invaluable relationship experience for the maintenance of weight loss in 48 per cent of the patients who did not succeed with other methods. These conclusions are based upon 54 cases followed for one year."—J. W. Bowles.

7170. Murray, J. Barrie. (*Tavistock Clinic, London, England.*) *Some common psychosomatic manifestations.* (2nd ed.) London & New York: Oxford University Press, 1952. xi, 285 p. \$3.75.—An expanded edition of a book first published in 1949 (see 24: 5992). New chapters have been added on coal miners' nystagmus and on psychogenic factors in rheumatic disorders, with special emphasis on the "low back syndrome." The discussion of the psychiatric aspects of skin diseases has been expanded and additional support has been added to the con-

cepts advanced in respect to "effort syndrome." The growing appreciation of the need for a psychosomatic approach to the problem of clinical diagnosis is stressed. A due consideration of the psychic factor in disease is necessary if successful treatment is to be carried out.—*W. E. Galt.*

7171. Neumann, Johannes. *Hauterkrankungen aus Eitelkeit.* (Dermatoses from vanity.) *Int. Z. Indiv.-Psychol.*, 1951, 20, 159-165.—To refute the claim of many physicians that psychotherapy depends upon a degree of complexity in the patient, two dermatological cases involving two simple men are presented illustrating the use of Individual Psychology therapy. In the mentally complex patient there seems to be a greater danger of sham discussions in which the basic problems, arising from non-abstract childhood experiences, become obscured by the elaborations of the ego. French & English summaries.—*C. T. Bever.*

7172. Oehme, Curt. (U. Heidelberg, Germany.) *Zur Frage einer psychosomatischen Medizin.* (On the question of psychosomatic medicine.) *Forsch. Fortschr.*, 1950, 26, 162-164.—Initially the fundamental difficulties of developing basic psychosomatic concepts appear insurmountable. Nevertheless it must be considered progress that there is less of a gap between psyche and soma since it has become clear that the neuro-vegetative system together with the endocrine system provides connections between the conscious and the unconscious. The author elaborates upon the neuro-vegetative system as a unifying element. He compares it to a two-way shuttle system by means of which somatic elements integrate themselves into a mental constellation and conversely whereby bodily conditions are integrated into the mental state.—*P. L. Krieger.*

7173. Schopbach, Robert R., Fried, P. H., & Rakoff, A. E. *Pseudocyesis; a psychosomatic disorder.* *Psychosom. Med.*, 1952, 14, 129-134.—27 pseudocytic patients were studied extensively. A psychic factor was postulated to be etiologic in initiating bodily changes. "The basic psychologic mechanism appeared to be a conversion of anxiety arising from conflict between: 1) strong sexual drives plus the stress of present life situations in favor of pregnancy, and 2) early teaching, experiences and folklore which had negatively conditioned them in regard to reproduction." The syndrome dissipated with effective therapy and the menstrual cycle returned to normal.—*J. W. Bowles.*

7174. Weiss, Edward. *Emotional factors in cardiovascular disease.* Springfield, Ill.: C. C. Thomas, 1951. vi, 84 p. \$2.25.—The principal point, a direct corollary of the psychosomatic concept of pathogenesis and therapy, is the stress on a combined physical and psychological study of patients with cardiovascular disease, "functional" or "organic." In hypertensive individuals the presence of emotional tension due to chronic repressed hostility seems to be a common problem. "The neurotic patient who has organic heart disease may add a real burden to the work of the heart, either

through constant tension of psychic origin or, more especially, by means of acute episodes of emotional origin." 32 references.—*J. Brožek.*

7175. Wergeland, Hjalmar. *Asthma as a psychosomatic symptom in children.* *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 45-47.—Abstract.

7176. Wilken-Jensen, Knud; Waal, Nic; Farup, Bodil, & Bülow, Kjeld. *Psychosomatic investigations of asthmatic children.* *Acta paediatr., Stockh.*, 1951, 40, Suppl. 83, 52-53.—Abstract.

(See also abstract 7044)

CLINICAL NEUROLOGY

7177. Bakwin, R. & Bakwin, H. *Epilepsy.* *J. Pediat.*, 1951, 39, 776-784.—After the incidence of epilepsy is presented the intelligence, emotional development, occupational opportunities, and treatment of epileptics is discussed.—*M. C. Templin.*

7178. Billig, H. E., & Lowendahl, E. (*Billig Clinic for Physical Rehabilitation, Los Angeles, Calif.*) *The application of sequential patterns in a muscle reeducation program.* *J. Ass. phys. ment. Rehabil.*, 1952, 5(3), 9-11.—"In using a muscle reeducation sequence on paretic muscles based upon embryological and developmental patterns as worked out by Gesell, one is retraining original neuromuscular patterns which were once established and which are being reviewed in the order in which they originally developed. In this sense, one is performing true reeducation because one is not training new paths but reestablishing former neuromuscular connections." This achieves: (1) establishment of the original function of the impaired muscle; (2) reestablishment of its relationship to non-impaired muscles in the scale of normal development; (3) achievement of a new muscle balance.—*H. Fensterheim.*

7179. Collins, A. Louise. *Epileptic intelligence.* *J. consult. Psychol.*, 1951, 15, 392-399.—The Wechsler-Bellevue Intelligence Test was administered to "400 adults and adolescent epileptic, extramural, office patients." The group as a whole, though showing a wide range in IQ's, were "well above normal expectancy." Some of the author's major conclusions are: (1) Mental deficiency is not necessarily a concomitant of epilepsy; this disorder may occur in individuals of all degrees of intelligence. (2) Epilepsy due to brain injury has a more severe effect on intelligence than the genetic form. (3) Environmental causes may be a potent factor in causing mental deterioration. (4) Some of the "old-time theories" of epilepsy are considered inadequate, and are based on institutional cases only, thus ignoring the "large normal epileptic population."—*F. Costin.*

7180. Colombati, S., Reda, G. C., & Frighi, L. (*U. Bologna, Italy.*) *Ricerche psicometriche (e con il test di Rorschach) in una famiglia di malati di distrofia miotonica.* (Psychometric researches (and with Rorschach) in a family with myotonic dystrophy.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 492-511.—The author presents a detailed analy-

sis of three cases of dystrophia myotonica, with family history, and compares them with three non-affected individuals of the same family. The comparison indicates that association capacity and reasoning are the most deficient in the three diseased subjects. The Rorschach results show that in dystrophia myotonica "there is from the somatic and psychological points of view a particular physiognomy which permits distinguishing what is . . . fortuitous, from what is typical or characteristic."—A. Manoil.

7181. de Ajuriaguerra, J., & Hecaen, H. La restauration fonctionnelle après lobectomie occipitale; le problème de la réorganisation après lésions du système nerveux central. (Functional restoration after occipital lobotomy. The problem of reorganization after lesions to the central nervous system.) *J. Psychol. norm. pathol.*, 1951, 44, 510-546.—Functional recuperation varies with the age of the patient—the younger the patient the better the recuperation; it also varies with the extent of the lesion. As a general rule a total lobotomy is recommended. Rehabilitation, if properly conducted, is useful in "ameliorating the processes of spontaneous restoration."—G. Besnard.

7182. Dörken, Herbert, Jr., & Kral, V. Adalbert. The psychological differentiation of organic brain lesions and their localization by means of the Rorschach Test. *Amer. J. Psychiat.*, 1952, 108, 764-770.—A total of 70 subjects consisting of 4 different groups of cases with localized brain lesions and 2 groups of patients with diffuse brain lesions were compared with control groups of schizophrenics, manic-depressives, psychoneurotics and "normals" on an "organic deficit rating" scale composed of 7 Rorschach signs. "This approach appears to provide a reliable test distinction of organic impairment and is consistent with the psychiatric description of the consequences of organic brain damage in terms of deficit. Response to the Rorschach test was also seen to vary in accordance with the localization of brain lesion."—N. H. Pronko.

7183. Feld, Michel. Perspectives neuro-chirurgicales en neuro-psychiatrie infantile. (Neuro-surgical perspective in child psychiatry.) *Criança portug.*, 1951, 10, 39-44.—New methods of examination and treatment of infantile neurological disorders have proven themselves of value. Brain surgery for removal of brain tumors and scars on the cortex has shown good results. Psychosurgery for restless oligophrenia, grave character alterations, epilepsy and dementia is often advisable. English summary.—R. J. Corsini.

7184. Jefferson, Michael. Altered consciousness associated with brain-stem lesions. *Brain*, 1952, 75, 55-67.—6 patients with brain-stem lesions affecting chiefly the mesencephalic tegmentum presented, among other signs, varying degrees of obscuration of consciousness from exaggerated sleepiness to coma. It is suggested that parasomnia from stem damage indicates disruption of function in the reticular formation.—F. C. Sumner.

7185. Marchand, L. De l'action inhibitrice des certains états affectifs sur les accidents épileptiques. (Concerning the inhibitory action of certain affective states in epileptic seizures). *Année psychol.*, 1951, 50, 705-711.—In certain cases emotional shock may tend to inhibit attacks, so may an effort of will, such as concentrating on some other idea, or holding the breath. The threshold of convulsability is affected by somatic-psychic influences. At night, however, when the patient is asleep, attacks are apt to be more imminent. It is suggested that it would be interesting to know whether the usual characteristics of the malady as recorded by the electroencephalograph would disappear during periods in which inhibition of attacks occur.—G. E. Bird.

7186. Mertens, Hans-Georg. (U. Bonn, Germany.) Über präsenile hirnatrophiische prozess. Neuere Forschungsergebnisse und ungeklärte Fragen. 1. Teil. Picksche Erkrankung. (Presenile brain pathological process. New investigation results and unanswered questions. 1st part. Pick's disease.) *Z. Altersforsch.*, 1952, 6, 50-58.—The views of various authorities about the characteristics of senile brain diseases are cited and contrasted. A resume is made of the symptoms and pathology of Pick's disease and these are distinguished from those of other senile and presenile degenerative brain diseases. The evidence does not indicate that a familial background is of major significance, i.e., heredity. Head trauma appears to precipitate Pick's disease given the as yet unknown precursors necessary for the development of the disease process.—J. E. Birren.

7187. Severns, Emma. (Childrens Hosp., Buffalo, N. Y.) Social-emotional factors in cerebral palsy. *Crippled Child*, 1952, 29(6), 8-9; 29-30.—Six types of problems appear to be characteristic of cerebral palsy: the treatment of children felt to be incapable of responding intellectually; the care of children diagnosed untreatable and uneducable; failure to respond to treatment before maximum capacity has been reached; problems associated with segregation during institutional care; and the adjustment of parents and child to the termination of all treatment.—G. S. Speer.

7188. Strauss, Alfred A. (Cove Schools for Brain-Injured Children, Racine, Wisc.) The education of the brain-injured child. *Amer. J. ment. Def.*, 1952, 56, 712-718.—The brain-injured child is compared with the cerebral-palsied child, with special emphasis on the former. The different types of deviations in the mental make-up of brain-injured children are described: disturbances in perception, disturbances in concept formation, disturbances in language and disturbances in emotional behavior. Some practical questions of the education of the brain-injured child are discussed.—V. M. Staudt.

7189. Yamshon, L. J. Rehabilitation of hemiplegia. *J. Ass. phys. ment. Rehabil.* 1952, 5(3), 11-13.—Failures in the rehabilitation of patients with hemiplegia occur more frequently under the following conditions: senility, medical complications, loss

of learning ability, psychoses, lack of motivation, long standing flexion contractures in the involved extremity and sometimes atonicity. The most common cause of treatment failure encountered is the loss of learning ability. This important factor can be determined by psychological testing. Motivation, internal and external, is the cornerstone of rehabilitation. Physical factors, such as contractures, atonicity and flaccidity are discussed. Patients can be grouped as flaccid, paretic or spastic. Physical treatment for each group is presented in a general way.—H. Fensterheim.

(See also abstract 7115)

PHYSICALLY HANDICAPPED

7190. Berger, N., & Graham, M. A. (New York U.) Factors relating to training of the upper extremity amputee. *J. Ass. phys. ment. Rehabil.*, 1952, 5(3), 13-16.—The training of the amputee in the use of his prosthesis is the major concern of this paper. The physical considerations and the fitting and harnessing of the prosthesis are presented. The areas of training are discussed. There are two phases of training: basic operations and practical applications. In the beginning phase the objective is to familiarize the amputee with the appliance and to develop his skill in activating and controlling the movements of his prosthesis. The second phase of training is to give the amputee confidence in his device and his ability to use it.—H. Fensterheim.

7191. Berlinsky, Stanley. (U. Michigan, Ann Arbor.) Measurement of the intelligence and personality of the deaf: a review of the literature. *J. Speech Hearing Disorders*, 1952, 17, 39-54.—Review of the literature concerning the intelligence and personality of the deaf. Psychological studies of the intelligence and personality of the deaf indicate that the 2-factors are not entirely independent. Good adjustment on the part of individuals tends to be associated with intelligence. The instruments used to describe the intelligence and personalities of the deaf do contribute effectively to a broader knowledge of the deaf.—M. F. Palmer.

7192. Billig, Albert L. A psychological appraisal of cleft palate patients. *Proc. Penn. Acad. Sci.* 1951, 25, 29-32.—When uncomplicated by other physical disabilities the patient with cleft palate is considered to be essentially a normal individual with a specific physical disability. A series of 60 patients examined at the cleft palate clinic in the Allentown Hospital were subjected to psychological appraisal which supported the hypothesis indicated in that approximately 58% give evidence of normal or better adjustment patterns while only 5% were classified as making an unsatisfactory adjustment. Those with the poorest cosmetic result (scarring) and those with noticeably defective speech tended to fall into this latter group. Adolescents with such limitations revealed the greatest amount of anxiety, depression and tendency toward isolation.—M. A. Seidenfeld.

7193. Chevigny, Hector. Clarifying the concept of adjustment. *New Outlook for the Blind*, 1952, 46, 107-111.—The terms adjustment and maladjustment are too loosely used regarding the physically handicapped. The word reorganization is suggested as the means of distinguishing the kind of adjustment achieved when a blind person seeks to recover his independence of movement, both social and physical, through the development of new skills.—K. E. Maxfield.

7194. Erisman, Th. L'espace de l'aveugle-né. (The space of the born blind.) *Proc. 10th Int. Congr. Philos.*, 1948-49, 907-910.—"The consistent application of methods of study described at the beginning of this paper shows convincingly that the born blind is endowed with the perception of space which is not like ours for certain practical ends, but which possesses in principle the same qualities as that of a man with normal sight."—M. Choynowski.

7195. Feast, Howard F. Foster homes—a substitute for dormitory care. *Crippled Child*, 1952, 29(6), 6-7; 30.—Non-resident crippled children attending a special education center, should be placed in properly selected foster homes rather than dormitories. This method is less expensive, and provides normal home living conditions.—G. S. Speer.

7196. Frank, Lawrence K. Social and emotional development in the adolescent crippled. *Crippled Child*, 1951, 29(2), 4-5; 28.—In order to avoid the bitterness and hostility often shown by handicapped adults, more concern should be shown for the social, emotional, and sexual development of physically handicapped children, especially during adolescence.—G. S. Speer.

7197. Garrett, James. F. Counsel the man—not the disability. *Crippled Child*, 1952, 29(6), 14-15.—Vocational guidance of the disabled does not differ essentially from that of the able bodied: the focus of counseling is the capacities the individual possesses.—G. S. Speer.

7198. Gilford, D. M., & Stovall, W. R. (Civil Aeronautics Admin., Washington, D. C.) Visual and orthopedic defects in civil airmen. *J. Aviat. Med.*, 1951, 22, 442-455; 558.—Over a three-year period a group of 145 pilots with visual and orthopedic defects had a greater number of accidents (29) than did a control group of 145 able-bodied pilots (13). Both groups were matched for age and flying time at the beginning of the study. When the data were adjusted for exposure time, the accident rate of the pilots with defects was 1.82 times that of the control group.—A. Chapanis.

7199. Guild, Elizabeth. (USAF Sch. Aviation Med., Randolph Field, Texas.) Acoustic trauma in aircraft maintenance workers. *J. Aviat. Med.*, 1951, 22, 477-490.—Audiograms on 354 aircraft maintenance workers were compared with audiograms from 368 men who worked in relatively quiet environments and from 139 experienced pilots. The pilots showed a higher incidence and severity of hearing loss than

the men who worked in quiet surroundings. The maintenance workers had hearing losses between these two groups.—*A. Chapanis.*

7200. Hardy, William G., & Pauls, Miriam D. (*Johns Hopkins U., Baltimore, Md.*) The test situation in PGSR audiometry. *J. Speech Hearing Disorders*, 1952 17, 13-24.—The general test situation in PGSR audiometry is described. The conditioning process is the key to the test situation and must be arranged for properly. Useful facts are urgently needed about a child's hearing mechanism as early as possible. A threshold audiogram available for a 12 mo. old child gives a concrete basis for differential diagnosis, etc. The earlier such special problems are understood the better should be the over-all development of a child. 5-years of age is much too late to commence training a child with impaired hearing.—*M. F. Palmer.*

7201. Johnston, Philip W. An efficient group screening test. *J. Speech Hearing Disorders*, 1952, 17, 8-12.—A method of group screening using the principle of the individual sweep screen test with groups of 10 children seated facing the tester. Each child holds up his hand whenever he hears a signal and each child lowers his hand when no signal is heard. The selector switch is thrown from air to bone and the attenuator is left fixed at 15 db by bone instead of 15 db by air. Periodically the signals are interrupted by the tone interrupter switch to check reliability.—*M. F. Palmer.*

7202. Keidel, W. D. (*U. Erlangen, Germany.*) Über die Möglichkeit technischer Hilfen als Ersatz für den verlorenen Gesichtssinn unter Ausnützung der verbliebenen Sinne. (On the possibility of using technical aids as a substitute for the loss of vision by means of utilizing the remaining senses.) *Klin. Mbl. Augenheilk.*, 1950, 117, 225-241.—In ascertaining the value of the individual senses as a possible substitute for the loss of sight the senses of touch and hearing take priority. The author reports on his experiments with a device for orientation and reading and compares it with similar new devices developed in the United States particularly an ultrasonic echo-instrument.—*P. L. Krieger.*

7203. Oléron, Pierre. Pensée conceptuelle et langage performances comparées de sourds-muets et d'entendants dans des épreuves de classement multiple. (The conceptual thought and language performance of deaf mutes and those that can hear compared in multiple classification tests.) *Année psychol.*, 1951, 51, 90-120.—In this experiment, the test used was composed of blocks to be arranged and classified according to instructions. The subjects were asked to indicate in writing their reasons for each move, to find out if they could explain the principle involved. The deaf mutes were given to description of objects or acts rather than logical explanation. They found it difficult to realize multiple classification with the same material, and to pass from one point of view to another. This rigidity may be characteristic and representative of their isolation and need for security. In any event,

it appears that the deaf mutes' language plays an important part in conceptual thinking.—*G. E. Bird.*

7204. Plata Gutiérrez, José. (*Colegio Nacional de Ciego, Madrid.*) La psicotecnia en el trabajo de los ciegos. (Psychotechnics in work with the blind.) *Rev. Psicol. gen. apl., Madrid*, 1951, 6, 131-142.—Although the psychotechnical problems of work with the blind are in general the same as for others, their specific character necessitates a search for different solutions. Some problems are the development of substitutes for vision, determination of aptitudes, professions suited to the blind, and scientific study and organization of work methods for the blind. Special psychotechnic laboratories devoted to the solutions of these problems are needed. The Psychotechnic Lab of the National College for the Blind welcomes collaborators in this area.—*G. B. Strother.*

(See also abstracts 6753, 7120)

EDUCATIONAL PSYCHOLOGY

7205. Conrad, Herbert S. (*U. S. Office of Education, Washington, D. C.*) Research: education's Gibraltar. *Calif. J. educ. Res.*, 1952, 3, 3-9.—While theoretical research has its place, practical educational research, the goal of which is application, is badly needed. Listed are certain advances in education based at least in part on research, virtues of practical research, and general suggestions for getting funds for research in the schools.—*T. E. Newland.*

7206. Secler-Riou, F. L'application des méthodes pédagogiques nouvelles en France. (The application of new teaching methods in France.) *Criança portug.*, 1951, 10, 45-56.—Important changes in teaching in France have occurred in the past half century, especially since 1920. The "maternal school" (Kindergarten) was founded originally by Mme. Pauline Kergomard who believed that play is the most important task for the child. Primary education has changed from emphasis on recitation to emphasis on action and individual responsibility. Secondary education changed greatly only since 1945 following the Liberation, and includes optional subjects and permits closer understanding of the pupil by the teacher. English Summary.—*R. J. Corsini.*

7207. Stalnaker, John M. A national scholarship program: methods, problems, results. In *Thurstone, L. L., Applications of Psychology.* (see 26: 7270) 190-209.—A national scholarship program sponsored by the Pepsi-Cola Company is described. The commercial sponsorship of a program of such dimensions took both vision and courage. To Mr. Walter Mack goes credit for making the scholarship program possible. He saw in the program an investment that pays life-long dividends to everyone. Such commercially sponsored scholarships may well be one means of perpetuating democracy and of better integrating the corporation into the life of the country. Teamwork between industry and education

can promote new high levels of citizenship.—G. C. Carter.

(See also abstract 6675)

SCHOOL LEARNING

7208. Buegel, H. F. (*U. North Dakota, Grand Forks.*), & Spangler, H. S. A summary of the history of piano instruction: III. *Mot. Skills Res. Exch.*, 3, 93-102.—A detailed discussion of piano methods from Germer through Scharwenka, contributors of the late nineteenth and early twentieth centuries, is presented in this third article of a series.—C. H. Ammons.

7209. Di Vesta, Francis J., & Roach, James H. L., (*Air U., Maxwell Air Force Base, Ala.*) An analysis of a procedure used in the teaching and rating of oral expression. *J. educ. Psychol.*, 1951, 42, 468-478.—Students in the oral expression course at the Air University's Air Command and Staff School were rated on each of their presentations by both the instructor and the other students. The authors describe the rating scale employed, and report the intercorrelation of its 12 items. It was found that improvement took place as the course progressed and was most marked in those whose oral expression was initially poorest.—E. B. Mallory.

7210. Durost, Walter N. (*Boston U., Boston, Mass.*) Issues in the measurement of literature acquaintance at the secondary-school level. *J. educ. Psychol.*, 1952, 43, 31-44.—Part I of the Literature Acquaintance Test requires the pupils to choose, from among 3 given titles, the ones from which a carefully selected excerpt or episode comes. The several forms of the test include 120 titles selected from the National Council list of recommended reading. The population tested included pupils in Maine, New Jersey, Pennsylvania and Iowa. Out of a possible 60 points, the mean score for grade 9 was 6.3; for grade 12 it was 8.8. It would appear that the National Council list is not representative of the pupils' reading, or else that today's young people read very little.—E. B. Mallory.

7211. Freeburne, Cecil M., & Fleischer, Murray S. (*Bowling Green (Ohio) State U.*) The effect of music distraction upon reading rate and comprehension. *J. educ. Psychol.*, 1952, 43, 101-109.—A selection containing 1315 lines of material on Russian history was given to five groups, each including about 40 students. All except the control group (I) worked while music was played fairly loudly in an adjoining room. Classical, popular, semi-classical, and jazz music were played to groups II to V respectively. The jazz group read significantly faster than the others, but the scores of a 50 item comprehension test showed no significant differences among the music groups or between these and the control group.—E. B. Mallory.

7212. Klare, George R. A note on "Simplification of Flesch reading ease formula." Flesch, Rudolph. Reply to "Simplification of Flesch reading ease formula." Farr, James N., Jenkins, James J., Paterson, Donald G., & England, George W.

Reply to Klare and Flesch re "Simplification of Flesch reading ease formula." *J. appl. Psychol.*, 1952, 36, 53-57.—Klare questions the advisability of the suggestion made by Farr, *et al.* (see 26: 3973) that a Flesch count should be made by counting the number of single syllable words. He questions whether this suggested method would actually be easier, faster, and more reliable, as the authors purportedly claim. Flesch criticizes the Farr, *et al.* article on 3 grounds: that the proposed formula is actually not a simplification, that the new formula underrates both ease and difficulty, and that the new formula results in a cruder rather than a more precise measure. The last of these three articles replies to the above criticisms and offers tables of data substantiating the arguments presented.—W. H. Osterberg.

7213. Michaelis, John U., & Tyler, Fred T. (*U. California, Berkeley.*) A comparison of reading ability and readability. *J. educ. Psychol.*, 1951, 42, 491-498.—A selection of United Nations publications were rated for readability according to the Dale-Chall, Flesch, and Lorge formulae. The first two placed them mostly at grade 13 or above, whereas the Lorge formula placed them near grade 8. A reading test on this material indicated that it was too difficult for a group of 78 pupils whose reading ability averaged grade 13. The authors emphasize the discrepancy between ratings of certain material by different readability formulae and point out that U. N. material tends to be too difficult for high-school students.—E. B. Mallory.

7214. Neu, D. Morgan. (*Pennsylvania State College, State College, Pa.*) The effect of attention-gaining devices on film-mediated learning. *J. educ. Psychol.*, 1951, 42, 479-490.—Relevant and irrelevant "attention-gaining" devices were introduced into the visual field or the sound track of an instructional film. Four modified versions of the film were thus prepared. The subjects were 1,576 Army recruits and 1,055 Navy recruits who were divided into 6 groups, to each of which was shown the original film or one of the modified versions or (for the control group) no film. Tests were then given to provide measures of (1) learning of information, and (2) recall of the devices used. No significant differences were found between the effects of sound or visual devices. Relevant devices do not appear to add to a film's effectiveness, although irrelevant ones may detract from it.—E. B. Mallory.

7215. Slade, A. D. The role of the optometrist in reading training. *Optom. Wkly.*, 1952, 43, 451-456.—The cooperation of the optometrist in remedial reading is emphasized and his place in aiding advanced reading is defined; a program of testing is outlined.—D. Shaad.

(See also abstracts 6809, 7286)

INTERESTS, ATTITUDES & HABITS

7216. Burt, Cyril, & Howard, Margaret. (*University College, London.*) The nature and causes of

maladjustment among children of school age. *Brit. J. Psychol., Statist. Sect.*, 1952, 5, 39-59.—The correlations between 24 conditions reported among 273 maladjusted children have been factorized. Only a small general factor was found. The first bipolar factor indicates a broad classification into environmental conditions and personal conditions respectively; the second, a cross-classification into intellectual conditions and emotional. The group factor analysis suggests a corresponding subdivision into four distinguishable types; these, however, show considerable overlapping. It is concluded that cases of maladjustment can hardly be regarded as forming a single relatively homogeneous group. The frequencies of the various conditions have been examined in fuller detail among a series of 394 cases of maladjusted children, and have been compared with those obtaining among a control group consisting of the same number of normal children.—G. C. Carter.

7217. Fifer, Gordon. (*Los Angeles (Calif.) County Schools.*) Grade placement of secondary school pupils in relation to age and ability. *Calif. J. educ. Res.*, 1952, 3, 31-36.—Analysis of the age, sex, and ability data on pupils in grades 8.5, 10.5 and 12.5 in 26 high school districts in Los Angeles County showed: "Considerably more retarded than accelerated pupils," with a significantly larger percent of boys at all IQ levels. Particularly marked for boys is the general tendency for slow-learning, overage pupils to drop out of school before their senior year. "Less than one-fifteenth of the boys and only about one-ninth of the girls who are in the very rapid learning groups have been accelerated" while "four percent of the bright boys and almost two percent of the bright girls have been retarded one or more years."—T. E. Newland.

7218. Lyness, Paul I. (*Curtis Publishing Co., Philadelphia, Pa.*) Patterns in the mass communications tastes of the young audience. *J. educ. Psychol.*, 1951, 42, 449-467.—The "patterns of interest" of 5 different age groups of boys and girls were studied by a questionnaire survey of 1,418 Iowa school children, regarding their reading, radio listening and movie-going. The preference scores of specific content in each of the media were calculated by weighing first, second, third and fourth choices, and the results reported for each sex in grades 5, 7, 9 and 11. Boys preferred an "adventure and violence" pattern while the older girls preferred "love, private life and glamor." Neither sex showed much interest in "educational" content, except that boys liked magazines dealing with popular science and mechanics. Third grade tastes, analysed separately, emphasized adventure, humor and fantasy, with little interest in love, private life or glamor, and still less in educational themes.—E. B. Mallory.

7219. Reid, Chandos. (*Columbia U., New York.*) The classroom teacher and adolescent adjustment. *Teach. Coll. Rec.*, 1951, 52, 500-511.—Every teacher is a teacher of psychology aiming at the idea of all-round adjustment as a major objective of education.

The psychology of adolescence helps the individual to understand himself and behave in a mature way. To accomplish this a device used is the unfinished story or picture which presents a normal teen-ager in a usual situation calling for a resolution of the situation. Through free discussion both group and individual guidance can be accomplished. The problems are developed by the student's using the material which is designed to become part of a changing pattern of their affairs, aiming to prevent emotional disturbances.—G. E. Bird.

(See also abstract 7125)

SPECIAL EDUCATION

7220. Featherstone, W. B. (*Columbia U., New York.*) Realistic education of the mentally retarded. *Teach. Coll. Rec.*, 1951, 52, 471-480.—The greatest difficulty for the mentally retarded is the understanding of symbols upon which oral and written speech and the use of numbers depend. These he must learn through sense experience. Furthermore, it takes him 20 to 50 times as long to learn to abstract and generalize as is required by the normal individual. For proper training, special schools are desirable but not always possible. The regular school, however, may furnish special opportunities for the mentally handicapped, at the same time leading normal children to give protective and supportive guidance to this permanently handicapped class.—G. E. Bird.

7221. Ingram, Christine P. (*Illinois State Normal U., Normal.*), & Kvaraceus, William C. Selected references from the literature on exceptional children. *Elem. Sch. J.*, 1952, 52, 471-482.—References include those on general; blind and partially seeing children; crippled children; deaf and hard-of-hearing children; special health problems; speech defectives; subnormal, backward, and dull-normal children; juvenile delinquency; and superior and gifted children.—S. M. Amatora.

7222. Kelly, Elizabeth M. (*Newark (N. J.) Public Schools.*) Administering and supervising a program for the mentally handicapped in the high school. *Amer. J. ment. Def.*, 1952, 56, 747-754.—The administration and supervision of the Special Class program in the junior high school are described with specific reference to the author's own experiences as director of the Department of Special Education in the Newark Public Schools, Newark, N. J. The particular features that make for the success of such a program are discussed under three general headings: Proper selection of pupil candidates, organization of the Junior High School Special Class, and curriculum content and supervision of instruction of a Junior High School Special Class.—V. M. Staudt.

7223. Mullen, Frances A., & Nee, Mary M. Distribution of mental retardation in an urban school population. *Amer. J. ment. Def.*, 1952, 56, 777-790.—A report is given of the incidence of mental defectives in the various communities that make up the city of Chicago, and is based on examinations

made by the psychologists of the Division of Child Study of the school system for the calendar year 1949.—V. M. Staudt.

7224. Scotland Advisory Council on Education. Pupils with mental or educational disabilities. H.M.'s Stationery Office, Edinburgh, 1951, 58 p. (Available from British Information Services, 30 Rockefeller Plaza, New York at 45¢.)—A report to the Secretary of State. Chapters: Handicapped children and trends in modern education; groups of children with mental or educational disabilities; ascertainment; incidence: educational provision for children with interrupted education; . . . with specific disabilities; . . . for mentally retarded children; . . . for ineducable children; . . . for psychotic children; the training of teachers and others. L. Weissenberg.

EDUCATIONAL GUIDANCE

7225. Berge, André. Le centre psycho-pédagogique du Lycée Claude Bernard pour l'enseignement secondaire. (The psycho-educational clinic of the Claude Bernard Lycee for secondary teaching.) *Criança portug.*, 1951, 10, 81-85.—The psycho-educational clinic of the Claude Bernard Lycee offers opportunities for the study and treatment of adjustment problems of secondary school students. Whereas in the primary grades lack of mental capacity is the prime reason for difficulty in school, more complex reasons appear in the higher grades. Of the cases treated regularly, over 90% showed evident improvement. English summary.—R. J. Corsini.

7226. Cheney, Truman. Streamlining counseling information. *Occupations*, 1952, 30, 509-511.—Questionnaire items dealing with information used in counseling were rated by 535 counselors in high schools and colleges. Types of data, sources of data and their use, and of the organization and presentation of data were included in the evaluation. The results are presented in detail. It is felt that similar studies will be of assistance in the construction of records which are used in counseling.—G. S. Speer.

7227. Kitch, Donald E., & McCreary, William H. Improving guidance programs in secondary schools. *Bull. Calif. State Dept. Educ.*, 1950, 19(8), vi, 65 p.—A booklet designed for the purpose of assisting counselors in the improvement of their school guidance programs. The major portion of the booklet enables the counselor to compare the program of his school with those in other schools. Each chapter contains a check-list which can be used for evaluative purposes. 55-item bibliography.—D. S. Leeds.

7228. Lamborn, Robert L. Guidance for boys; the practices and policies reported by 227 independent secondary schools for boys in the New England and Middle Atlantic States. McDonogh, Md.: McDonogh School, 1951. 22 p.—A report on the guidance practices and opinions in 86 percent of the independent secondary schools for boys in the New England and Middle Atlantic States, this digest of a

Johns Hopkins University doctoral dissertation also presents findings on the relationships existing between the extent of the guidance provisions in these schools and such factors as school size, pupil-teacher ratio, the training of the person responsible for the guidance program, and the administrative support given the program.—(Courtesy of the author.)

7229. Traxler, A. E. Guidance toward college preparation. *Sch. & Soc.*, 1951, 73, 113-116.—The wise guidance program for college preparation begins early in the child's educational experience with evaluation of the individual and his encouragement toward maximum development. The author mentions several areas of guidance as follows: (1) appraisal of general scholastic aptitude, (2) the discovery of broad abilities and interests, (3) identification of weaknesses in fundamental skills that may interfere with educational success, (4) guidance in the selection of secondary-school subjects that will best provide a broad foundation for college and for life, (5) guidance in the development of personal qualities and improving adjustment, (6) counseling of individuals.—R. S. Waldrop.

7230. Wells, F. L. (Harvard U., Cambridge, Mass.) Should this student be at Harvard? In *Thurstone, L. L., Applications of Psychology*, (see 26: 7270) 88-110.—Referral problems concerned with the basic adaptability of the student to local academic environment are discussed. Two factors are involved: intellectual endowment and temperamental fitness to apply it in this setting. Some attempt is made to classify the material according to which of these factors is clearly uppermost. Several cases are discussed.—G. C. Carter.

(See also abstract 7058)

EDUCATIONAL MEASUREMENT

7231. Barrett, Dorothy M. (Hunter Coll., New York.) Differential value of Q and L scores on the ACE Psychological Examination for predicting achievement in college mathematics. *J. Psychol.*, 1952, 33, 205-207.—Q and L scores on the ACE test were compared with college freshman grades in trigonometry, college algebra, and analytical geometry. The quantitative score correlated better with math grades in only two out of six cases; total scores correlated with math grades neither higher nor lower than Q scores alone; and finally, the author recommends that Q scores should not be used as a differential predictor of achievement in college math courses.—R. W. Husband.

7232. Dunnette, Marvin D. (U. Minnesota, Minneapolis.) Accuracy of students' reported honor point averages. *J. appl. Psychol.*, 1952, 36, 20-22.—203 seniors in the Institute of Technology at the University of Minnesota were given an exploratory form of an engineering analogies test. Each of them was asked, at that time to indicate, to the best of his ability, his honor point average based on all the courses he had taken as an undergraduate. Implications were that the honor point averages were

needed only for purposes of test validation, and the recordings were consequently free from any expectation of external reward or punishment. True honor point averages were subsequently obtained and compared with the students' estimates. The Pearson correlation coefficient between these two measures is .94. The greatest amount of inaccuracy in reporting was found with students whose averages were below 1.00. They tended to report higher averages than they actually had.—*W. H. Osterberg.*

7233. French, John W., Tucker, Ledyard R. (*Educational Testing Service, Princeton, N. J.*), Newman, Sidney H., & Bobbitt, Joseph M. A factor analysis of aptitude and achievement entrance tests and course grades at the United States Coast Guard Academy. *J. educ. Psychol.*, 1952, 43, 65-80.—Factorial analysis of 23 aptitude and achievement test scores and 14 course grades obtained by 100 cadets in training at the U. S. Coast Guard Academy yielded 9 factors. Of these the most important factors in predicting academic success at the Academy are mathematical ability, verbal ability, reading activity, and spatial ability. Another factor, called "grade aptitude" is related to course grades, but is not represented in the entrance tests. It is suggested that this may be something like interest, effort or ambition.—*E. B. Mallory.*

7234. Leonard, W. N. (*Pennsylvania State Coll., State College.*) Psychological tests and the educational system. *Sch. & Soc.*, 1952, 75, 225-229.—The author is critical of the way he believes psychological tests are used in predicting college success and in college admissions. He objects to rigid test interpretation in terms of scores and believes that qualitative evidence should be used in qualifying the test score interpretation.—*R. S. Waldrop.*

7235. McKee, John P. (*U. California, Berkeley.*) The tests of primary mental abilities applied to superior children. *J. educ. Psychol.*, 1952, 43, 45-56.—A preliminary evaluation of Thurstone's Tests of Primary Abilities for ages 5 and 6 (PMA) was attempted by administering this test to 80 superior children in the University of Iowa elementary school and preschool. The Stanford-Binet revision, 1937, Form L, (SB) was used as an external criterion. The PMA adequately differentiated levels of mental ability for 5 year olds and for all but the most superior 6 year olds, but the large number of ceiling scores made by 7 year olds shows that the test is not appropriate for superior children of this age. Children younger than 5 found the test is long and difficult. The PMA gives a slightly lower score than the SB in most cases.—*E. B. Mallory.*

7236. Reile, Patricia J., & Briggs, Leslie J. (*U. Hawaii, Honolulu.*) Should students change their initial answers on objective-type tests? More evidence regarding an old problem. *J. educ. Psychol.*, 1952, 43, 110-115.—The answer sheets of a 130-item examination in General Psychology, taken by 124 students, were examined to discover the changes or "corrections" made by the students in answering the four-choice type items. It was found that 224

right answers were changed to wrong ones, 273 wrong answers were changed to other wrong answers; and 476 wrong answers were changed to right answers. The authors conclude that students profited by these changes since there were more than twice as many points gained as lost. Superior students made fewer changes. The women made somewhat more numerous changes than the men.—*E. B. Mallory.*

7237. Townsend, Agatha, & Spaulding, Geraldine. The SRA Primary Abilities Test in the independent school. *Educ. Rec. Bull.*, 1951, 58, 58-70.—Results are consistent with others obtained from aptitude tests in independent schools. Three-fourths of the pupil scores for primary and elementary tests are above the norms for the general or public school population. Records on the Intermediate Battery show high norms for Verbal-Meaning, reasoning, number and word fluency with space tests about the same as for the general group. Intercorrelations are closely comparable to those previously reported in earlier programs. Individual profiles show considerable variation, important for individual guidance and instruction.—*G. E. Bird.*

7238. Traxler, Arthur E. Reliability and validity of the scores on the six parts of the American Council on Education Psychological Examination. *Educ. Rec. Bull.*, 1952, 58, 71-79.—Certain sub-tests of this examination are probably dependable enough to be used in individual guidance. It is therefore desirable to make these scores as well as the Q score, L score, and total score available to teachers and counselors. Careful consideration might be given to the same-opposites tests and to the completion test in future test construction designed to measure linguistic aptitude, and to the arithmetic and number series tests for the measurement of quantitative aptitude.—*G. E. Bird.*

7239. Wallace, Jean G. (*Cambridge U., England.*) Results of a test of high-grade intelligence applied to a university population. *Brit. J. Psychol.*, 1952, 43, 61-69.—A test of high-grade intelligence (Test AH-5) and/or a test designed for unselected groups (Test AH-4) was administered to over 1000 college students from 10 universities and colleges and to 171 lecturers and research workers. "Test AH-5 . . . gave a much better distribution curve than did Test AH-4. . . ." The lecturers and research workers scored significantly higher than the students on both tests. Part I of each test is verbal and arithmetic and Part II is diagrammatic. Data concerning the Part I and Part II scores for students and faculty within each of a number of fields of specialization are reported and discussed.—*L. E. Thune.*

7240. Wood, Ben D. (Dir.). Results of the Space Relations, Mechanical Reasoning, and Clerical Speed and Accuracy tests of the Differential Aptitude Battery in six public schools. *Educ. Rec. Bull.*, 1952, 58, 79-84.—The publisher's norms for the three parts of the Differential Aptitude Test Battery are well-suited to the interpretation of the results of tests administered by public schools co-operating in the Bureau program. This small group

includes public schools of three suburban communities, one small city, one medium-sized, and one fairly large. Results agree very well with the published norms. Wide variation was shown among individual pupils in each school.—G. E. Bird.

(See also abstract 7296)

EDUCATION STAFF PERSONNEL

7241. Bruce, William F. (State U. Teachers College, Oneonta, N. Y.) *Psychology functioning in the education of teachers.* *J. educ. Psychol.*, 1952, 43, 92-100.—"The functioning of psychology in the development of the student-teacher into a master-teacher involves . . . a fully sympathetic experience with children, which can interact with a growing comprehension of the general principles of learning." The author stresses the value, for the student, of a systematic directed study of an individual child. There is need also of conceptualizing general psychological principles after specific observations have been made. The sociological class background of a teacher may limit his understanding of, and communication with, his pupils of other levels, and the prospective teacher should be helped to overcome such barriers.—E. B. Mallory.

7242. Gladstone, Roy. (Oklahoma A. & M. Coll., Stillwater.) *A note on certain test score relationships and their implications for research in teacher selection.* *J. educ. Psychol.*, 1952, 43, 116-118.—Students in educational psychology courses at Oklahoma A. & M. College were given Cardall's Test of Practical Judgment, Horrocks and Troyer's test.—A Study of Sam Smith, and the Otis Gamma (Intelligence) Test. Since the inter-test coefficients of correlation were all low or moderate, it is concluded that these 3 are independent measures and that each of the first two tests has a value of its own, in pointing out good prospective teachers. The author suggests that "It seems reasonable to suppose that practical judgment, diagnostic skills and prescriptive skills are a part of the complex which makes a good teacher." but offers no direct evidence for the validity of the tests for this purpose.—E. B. Mallory.

7243. Hilleboe, Guy L., et al. (Rutherford (N. J.) Public Schools.) *Sensitivity to individual pupils.* *Teach. Coll. Rec.*, 1951, 52, 239-246.—This report of the Committee on Attention to Individuals has for its purpose the spreading of techniques to increase the sensitivity of teachers to pupils as individuals. A study of background information regarding pupils is advised, along with their reactions to stories, pictures, games and other activities, also key questions bearing on personal feelings, school and studies. A handbook containing various techniques, the organization of advisory teams and pursuit of the general subject in teacher training institutions is suggested.—G. E. Bird.

7244. Hoehn, Arthur J. *Characteristics of instructors who intend to stay in their assignments.* *USAF Human Resources Res. Cent., Res. Bull.* 51-30, 1951, 5 p.—An 11 item Instructor Survey Question-

naire was given to 896 airmen instructors in Air Force technical schools. Questionnaire items were concerned with plans to remain on job, marital status, education, previous instructor experience, method of selection for assignment, and preferences among types of activities. "Results seem to indicate that the airmen most likely to remain as instructors for extended periods are those who are married and have children, who have volunteered for their job, who have not completed high school, and who express interest in the kinds of activities which form a major part of the instructor jobs."—W. F. Grether.

7245. *International Congress on Mental Health. Mental health and the selection and training of teachers.* *Understanding the Child.*, 1952, 21, 49-50.—A brief report from working Group C of the 4th Congress, Mexico City, reflecting its concern with the mental health aspects in a program of selection and preparation of teachers. Suggestions are given regarding possible criteria, selection devices, training procedures, associated counseling services, and other matters relative to improving the mental health and personality wholesomeness of teachers.—W. Coleman.

7246. Lee, Edwin A. (U. California, Berkeley.) *Identification and selection of teachers.* In *Thurstone, L. L., Applications of Psychology*, (see 26: 7270) 138-162.—We know too little of what constitutes good teaching, of what it takes in terms of personal equipment to succeed in what is after all one of the most complex and baffling of professions. It is comparatively simple to select a competent stenographer; it is not nearly so simple to select a competent teacher of shorthand. And it is extremely difficult to select a potentially successful teacher of any subject or field from youth who have not yet chosen a field of occupational endeavor. Despite the pressures which teacher-shortage will impose upon professional schools of education in the decades between 1950 and 1970, in fact because of them, the need for the development of more dependable scientific programs of selection based upon accurate and imaginative research presents a challenge which cannot be refused.—G. C. Carter.

7247. Monroe, Walter S. *Teaching-learning theory and teacher education 1890 to 1950.* Urbana, Ill.: University of Illinois Press, 1952. vii, 426 p. \$6.50.—The history of modern thinking on problems of the nature of classroom learning, teaching theory, and the rationale of teacher training is taken to start around 1890 which introduced a period of "relatively mature thinking and doing." In 4 chapters, introduced by one on the psychological and philosophical background, the changes in thinking concerning the teacher and his function in the school learning situation are traced. The purposes of teacher education as they have changed during the period are described in 4 chapters. The final 7 chapters deal with the history of practices in teacher education.—C. M. Louttit.

7248. Pinaud, ——. *La formation des éducateurs d'enfants inadaptés en France.* (The development

of teachers of maladjusted children in France.) *Criança portug.*, 1951, 10, 87-96.—The Montesson school is one of four institutions in France which prepares special teachers to deal with maladjusted children. Candidates are screened by means of interviews, intelligence and personality tests. If chosen they undergo a six months intensive training course, and then a six months practice teaching course, following which a special diploma is conferred. English summary.—R. J. Corsini.

7249. Stoops, Emery. (Los Angeles (Calif.) County Supt. of Schs. Office.) **Schoolmarm neurosis and the golden mean.** *Understanding the Child*, 1952, 21, 45-48.—Emphasizing the need for having well-adjusted teachers in the classroom, Stoops suggests a number of ways in which the teacher, school, and the community might contribute to the mental health of the teacher. Methods of school organization and community organization are specifically recommended.—W. Coleman.

7250. Valenti, J. J. (State Teachers College, Moorhead, Minn.). **Measuring educational leadership attitudes.** *J. appl. Psychol.*, 1952, 36, 36-43.—This study was to develop and evaluate an instrument to measure the attitudes with which teachers and administrators view various problem areas pertaining to the social role of the teacher. A self-administered attitude questionnaire was given to 515 teachers and administrators of 41 schools (14 school systems in Illinois, Indiana, Michigan, and New York.) A table compares some of the personal and social characteristics of these respondents with those of educators in typical city school situations. Results are discussed in seven brief sections, and a number of recommendations for improving the measuring instrument are made.—W. H. Osterberg.

7251. Wandt, Edwin. (U. California, Los Angeles.) **The measurement and analysis of teachers' attitudes.** *Calif. J. educ. Res.*, 1952, 3, 10-13.—16 attitude scales assembled into an inventory of teacher opinion and a short disguised-structured item "survey of professional information" were sent to 801 female California public school teachers in grades 1 to 12. Of the 472 replies received, a sample of 240, stratified by amount of teaching experience and grade level taught, was analyzed, factorially, into attitudes toward (1) pupils, (2) administrators, and (3) "adult non-administrative groups contacted in the schools." Teachers' attitudes, particularly toward their pupils, "are related to grade level taught and relatively unrelated to experience." When elementary-secondary differences exist, elementary teacher attitudes are consistently the "more favorable." Elementary teachers were more heterogeneous in their attitudes than secondary teachers.—T. E. Newland.

(See also abstract 6861)

PERSONNEL PSYCHOLOGY

7252. Baumgarten-Tramer, Franziska. (U. Berne, Switzerland.) **Étude sur la mentalité des**

ouvriers d'une grande entreprise suisse. (Study of the mentality of workers in a large Swiss enterprise.) *Année psychol.*, 1951, 50, 507-519.—An examination of the mental characteristics of a group of workers shows, in a number of subjects, ethical ideas, normal maturity, social sentiments, democratic attitudes, tendencies toward rational behavior, sense of the dignity of work, and good judgment. Such an examination, undertaken under favorable conditions, indicates that the proverb test employed gives more satisfactory results than have been realized through any other test.—G. E. Bird.

7253. Worman, E. Clark. **Better relations through better understanding; proceedings of the 33rd Silver Bay Conference on human relations in industry.** New York: Association Press, 1951, 129 p. \$1.50.—Speeches, conference reports, and seminars of the annual meeting dealt with practical aspects of industrial morale, communication, selection, evaluation, and use of supervisory and other personnel, government regulation of employment, public relations, and health. Emphasis was on favorable human relations in the contemporary national, international, and general economic situation.—R. Tyson.

(See also abstract 6908)

SELECTION & PLACEMENT

7254. Bills, Marion A. **A tool for selection that has stood the test of time.** In *Thurstone, L. L., Applications of Psychology*, (see 26: 7270) 131-137.—The Strong's Vocational Interest Test which had its origin and partial development at the Bureau of Personnel Research at Carnegie Institute of Technology over thirty years ago is still one of the best tools for the selection of life insurance agents that we have available. There is apparently a pattern of interest which men who are to be successful in the selling of life insurance exhibit and this pattern of interest can be measured by the scores which applicants make on the Strong's Vocational Interest Test regardless of age, past experience, or education. Several tables containing data supporting this contention are presented.—G. C. Carter.

7255. Cleeton, Glen U. (Carnegie Institute of Technology, Pittsburgh, Pa.) **Professional use of the clinical method in employee selection.** In *Thurstone, L. L., Applications of Psychology*, (see 26: 7270) 163-189.—The trend toward more extensive use of professional services of psychologists in business and industry is a tribute to the foresight of Dr. Walter V. Bingham, who was among the first to perceive the possibilities of applying psychology in this particular field of human relations. Many of the procedures and practices still widely used by applied psychologists originated with the Carnegie group under his guidance and sympathetic encouragement. Without the fundamental concepts, practices, and procedures developed by the Carnegie group, the professional use of the clinical method in employee selection as herein outlined would probably not be even remotely possible.—G. C. Carter.

7256. Littleton, Isaac T. Prediction in auto trade courses. *J. appl. Psychol.*, 1952, 36, 15-19.—The validities of two similar mechanical aptitude batteries with that of a combination of four selected single tests were compared. The batteries were: (1) The SRA Mechanical Aptitudes, and (2) The California Prognostic Test of Mechanical Abilities. The individual tests were: (1) The Bennett Test of Mechanical Comprehension, Form AA; (2) The Revised Minnesota Form Board; (3) The Purdue Industrial Training Classification Test; and (4) The O'Rourke Survey Test of Vocabulary, Form X4. 85 students in an Auto Body Repair course, and 105 in an Auto Mechanics Repair course were subjects. The criterion was combined rankings by instructors. For both groups, the highest correlation was given by the Bennett test. The combination of single tests gave the highest multiple correlation coefficients, for both groups, the California battery was second most predictive, and the SRA battery was third.—*W. H. Osterberg.*

7257. Mandell, Milton M. The qualifications investigation; a tool for improving executive selection. *Personnel*, 1952, 28, 387-390.—The qualifications investigation involves obtaining, through personal interviews with present and former supervisors, colleagues and subordinates, descriptions and evaluations of the behavior and performance of the person being considered for an executive position. This method of selection is discussed in terms of basic principles, overcoming disadvantages of the method, the value of colleagues opinions, selecting administrative personnel, evaluating conflicting opinions, and the advantages of the system.—*W. H. Osterberg.*

7258. Roi, Gaetano. (*Psichiatric Hosp., Padova, Italy.*) Il Wechsler-Bellevue test applicato a 100 infermieri di ospedale psichiatrico. (Wechsler-Bellevue test applied to 100 psychiatric hospital aides.) *Arch. Psicol. Neurol. Psichiat.*, 1951, 12, 531-548.—The results of Wechsler-Bellevue test administered to 100 psychiatric aides are presented in detail. The group is composed of 57 M, 43 F, aged between 19 and 66. The test is translated in Italian, examples of various answers as well as the scoring method are given. The group being homogeneous the data are not comparable to Wechsler's, but they have a comparative value for the discharged mental patients of that hospital "which pertain to a similar social class and have a similar cultural level as those in the basic group."—*A. Manoil.*

7259. Sells, S. B. A research program on the psychiatric selection of flying personnel. I. Methodological introduction and experimental design. *USAF Sch. Aviat. Med.*, 1951. Proj. No. 21-37-002, Rep. No. 1, v, 232 p.—This report describes the USAF-SAM program of research on the development of large-scale psychiatric selection of flying personnel. It presents an analysis of the military problem and the research problem, a review of the historical background, scope, technics, criteria, and an exposition of general experimental design of the

research. Subsequent reports presenting experimental findings will be based on the methodology herein reported. Copies of experimental tests, technical manuals rating forms, and instructions are included.—*Author.*

7260. Snyder, Joseph F. Personality research in naval aviation selection. *J. Aviat. Med.*, 1951, 22, 530-534; 553.—This is a general discussion of current research aimed at the improvement of personality tests used to select naval aviators.—*A. Chapanis.*

(See also abstracts 6646, 7155, 7244)

LABOR-MANAGEMENT RELATIONS

7261. Baumgarten-Tramer, Franziska. (*U. Berne, Switzerland.*) L'inadaptabilité sociale dans la vie professionnelle. (Social inadaptability in vocational life.) *Travail et Méthodes*, 1952, No. 51, 15-21.—Psychological examination should also find the social milieu of which the person can become part. Relationship can be adaptation (adjustment or assimilation), inadaptation, reorganization of the social milieu, social neutrality. Reasons and motives for adaptation are: social sentiment, sympathy, good will, practical considerations, wish for security. Obstacles are: exclusive domination by the work, a minimum sense of reality, explosive reaction, great demands from others, too critical spirit, lack of social maturity, hostilities, etc.—*E. Katz.*

7262. Hackl, K. Probleme der Menschenführung. (Problems in the leadership of men.) *Mensch u. Arbeit*, 1952, 4(1-2), 1-6.—In the leadership of men in the shop, the problems of job satisfaction and of the will to work have become recognized as the most important. In training foremen, the importance of communications within the shop needs stressing. Foreman participation in training is helped by having the foremen tell about actual occurrences in the shop connected with shop problems. The beginning course for foremen should stick to a few essentials. This basic course should stress observing the workers, and helping the workers.—*S. Adams.*

7263. Moore, Bruce V. (*Pennsylvania State Coll., State Coll.*) Use of attitude surveys in personnel practice. In *Thurstone, L. L., Applications of Psychology*, (see 26: 7270) 55-66.—Employee attitude or opinion surveys mark a new era for mutual understanding in labor management. Correctly used they yield usefully valid information on what employees are thinking and feeling; these are facts that are meaningful to them and are not forgotten. Survey methods need to be adapted to the purpose, but the simpler methods of measuring the prevalence of a qualitatively defined attitude are more significant to management. As a result of various studies, certain factors emerge as most important to employees, such as security, advancement, and recognition. Personnel programs aided by the findings of employee attitude surveys can be more specific in remedial work and more enlightened in their conception.—*G. C. Carter.*

7264. Smith, Robert G., Jr., & Westen, Risdon J. (Chanute AFB, Rantoul, Ill.) *Studies of morale methodology and criteria.* USAF Human Resources Res. Cent., Res. Bull. 51-29, 1951, 15 p.—"Thirteen short scales measuring attitudes toward different aspects of Air Force life were factor-analyzed. Three factors were extracted from the intercorrelations. These were a general factor, which was called morale, a factor tentatively identified as subjective personal-attitude of attitudes toward personal aspects of Air Force life, and an objective physical-need factor of attitudes toward facilities for satisfying physical needs. A new technique of constructing attitude scales to measure factors was developed." Some findings are also presented concerning essay questions in which number of words pertaining to likes and dislikes were used as indices of job satisfactions. Morale criteria are discussed.—W. F. Grether.

(See also abstract 6642)

INDUSTRIAL AND OTHER APPLICATIONS

7265. Bahnsen, Poul. *Arbejdpsykologi.* (Industrial psychology.) Copenhagen: Nyt Nordisk Forlag Arnold Busck, 1952. 270 p.—This is the first Danish comprehensive textbook of industrial psychology. It is intended as a practical guide, the following general topics being treated: selection of personnel, psychology of learning, instruction, rationalization, fatigue, monotony and other sources of fatigue, security in factory and workshop, leadership and human understanding, attitude to work, daily difficulties and problems, group psychology, and democratic management. The book is addressed to any person in industry, civil service, the services, the professions, etc., charged with supervising or leading the work of others, or being responsible for interpersonal relationships, and is being used as a textbook for various Danish schools for industrial leaders, etc.—C. Hambro.

7266. Flanagan, John C. (American Institute for Research, Pittsburgh, Pa.) *Application of psychological principles and procedures to the military problem.* In Thurstone, L. L., *Applications of Psychology*, (see 26: 7270) 38-54.—Increased attention to obtaining systematic job definitions in terms of the critical requirements of the activities involved will be of great value in the solution of military problems relating to selection, classification, training, measuring proficiency, and evaluating job performance. The most important principle which has evolved out of the last ten years of experience is an increased emphasis on collecting facts. There is much to be gained from the more extensive application of the psychological principles and procedures which have been enumerated to the military problems of the types discussed. The application of similar principles to problems of human engineering, equipment design, job design, group organization, and management functions can be expected to be of great value

to the military service in the next decade.—G. C. Carter.

7267. Hoslett, Schuyler Dean. (Ed.) *Human factors in management.* (Rev. ed.) New York: Harper, 1951. xi, 327 p. \$4.00.—13 papers by 17 authors have been reprinted to present some of the findings of recent years pertinent to a better understanding of the human problems of organizations. The papers have been organized into 7 sections covering leadership, supervision, training, personality adjustment, labor-management relations, productivity, and morale. The editor has written integrating introductions for the various sections. 39-item bibliography.—A. J. Sproew.

7268. Piéron, Henri. *Psicotecnica y sociotecnica.* (Psychotechnics and sociotechnics.) *Rev. Psicol. gen. apl., Madrid*, 1951, 6, 7-18.—In this presidential address to the International Association for Psychotechnics' meeting in Berne in 1949, Piéron surveys the recent work in psychophysiology, social and abnormal psychology. He concludes that the collaboration of psychology, biology and sociology in diagnosing the causes of social unrest and discovering remedies is the outstanding problem of present day science.—G. B. Strother.

7269. Piéron, Henri; Pichot, Pierre; Faverge, J.-M., & Stoetzel, Jean. (Collège de France, Paris.) *Méthodologie psychotechnique. Traité de psychologie appliquée.* (Methods of psychotechnics. Treatise of applied psychology.) Paris: Presses Universitaires de France, 1952. viii, 123-139 p. 1000 fr.—This is the second of a series of seven proposed works on applied psychology. (The first was 23: 4667) There are four chapters: experimental methods, methods of studying the personality, statistical methods, and opinion surveys. The first-named topic comprises over half the book, and deals with tests: validation, interpretation; tests of sensory, perceptual, motor, attention, observation, memory, imagination, and verbal capacities; and intelligence and character. The chapter on personality emphasizes analytical and projective methods.—R. W. Husband.

7270. Thurstone, L. L. (Ed.) (U. Chicago, Ill.) *Applications of psychology.* New York: Harper & Brothers, 1952. x, 209 p. \$3.00.—The essays contained in this book were announced at a dinner meeting honoring Walter Bingham at the Penn State meetings in September, 1950. He was approaching his seventieth birthday on October 20. There are eleven chapters by eleven authors, each abstracted in this issue. The topics included are: A Look Across the Years 1920 to 1950 (26: 6668), Creative Talent (26: 6807), Applications of Psychological Principles and Procedures to the Military Problem (26: 7266), Use of Attitude Surveys in Personnel Practice (26: 7263), Validation of Measures of Interests and Temperament (26: 6802), Should This Student Be at Harvard? (26: 7230), and Twenty-Year Follow-Up of Medical Interest (26: 7293).—G. C. Carter.

(See also abstract 6668)

INDUSTRY

7271. Bartlett, Frederic. (Cambridge U., England.) The effects of flying on human performance. *Année psychol.*, 1951, 50, 629-645.—The central topic is fatigue in aircrew. This is caused, chiefly, by speed, load, and anxiety which is the most potent conditioning agency. Diagnostic examinations for fatigue indicate some reduction in the internal economy of performance relative to the final level of achievement. Such examinations, which are based upon controlled observation of changes of performance accompanying continued exercise in the experimental cockpit and in the air, open up a new and extensive field for research.—G. E. Bird.

7272. Bonnardel, R. L'évolution de la psychologie industrielle en France et ses réalisations actuelles. (The evolution of industrial psychology in France and its actual fulfilment.) *Année psychol.*, 1951, 50, 485-505.—The teaching of applied psychology under the auspices of the Sorbonne and the direction of Piéron, successor to Binet, attracted public attention at first though industry showed some hesitation in attempting work in such an experimental stage. Gradually it won its place in the use of tests, interest questionnaires, examinations for candidates for employment, factorial analysis, personnel work, aptitudes, collaboration with medicine, prevention of accidents, time study in industry, supervision and methods of work, and relations between employer and employed. Results have been successful in establishing psychology as a broad foundation for the techniques of industry.—G. E. Bird.

7273. Broom, M. E., & Cole, Osco N. Automobile headlighting in night driving. *Optom. Wkly.*, 1952, 43, 409-411.—A study of a night-driving lens showed glare reduction without loss of acuity.—D. Shaad.

7274. Cantor, Nathaniel. Training is not telling. *Personnel J.*, 1952, 31, 8-10.—Since little learning takes place unless the student is interested, supervisory training should begin where the supervisor feels a need for help. The supervisors should not merely be lectured to or given manuals and case histories, but should be given an opportunity to become acquainted with theories of human behavior and to test their understanding of these theories by applying them to individual cases.—M. B. Mitchell.

7275. Euler, Hans, & Stevens, Hans. Die analytische Arbeitsbewertung als Hilfsmittel zur Bestimmung der Arbeitsschwierigkeit. (Analytical job evaluation as means for determining the difficulty of work). Düsseldorf: Stahleisen, 1950. 93 pp.—The authors are engineers and propose the system as an aid in job grading and wage setting. The four groups of criteria deal with technical training, experience, and skills; responsibility for equipment, safety of others, and production; physical and mental demands; and environmental factors (temperature, humidity, dirt, gases and vapors, noises and vibrations, low illumination and glare, accident liability). The first part of the book deals with the theoretical aspects, the second part is concerned with

the practical problems of job evaluation. An inventory form (17 categories) is included and 60 examples are presented. 55 references.—J. Brožek.

7276. Flanagan, John C. (American Institute for Research, Pittsburgh, Pa.) Principles and procedures in evaluating performance. *Personnel*, 1952, 28, 373-386.—Objectives of merit rating are six: (1) employee development, (2) employee assignment, (3) employee morale, (4) employee promotion, (5) employee elimination, and (6) employee research. General principles which are of fundamental importance in establishing procedures to be used in setting up and employee-evaluation program are: (1) the job must be adequately defined, (2) reports must be based on observations of performance, (3) the performance observed must be evaluated, classified, and recorded, and (4) observations must be summarized and integrated.—W. H. Osterberg.

7277. Graham, Norah E. (Kings Coll., Newcastle upon Tyne, England.) Manual tracking on a horizontal scale and in the four quadrants of a circular scale. *Brit. J. Psychol.*, 1952, 43, 70-77.—Two experiments compared speed and accuracy of manual tracking on a horizontal scale and on a circular scale, the circular scale occupying one of the four quadrants; upper, lower, right or left. The horizontal scale and the circular scale located in the upper quadrant were of comparable efficiency. Placement of the circular scale in the other quadrant was less efficient. "In the lower quadrant of the circular scale, where the sense relation is reversed, the tracking error is significantly greater and the control is turned the wrong way more often." "These results suggest that a person associates clockwise rotation of a control knob most readily with pointer movement from left to right either along a linear scale or along the arc in the upper segment of a circular scale. This, however, has only been demonstrated when the control is vertically below the display."—L. E. Thune.

7278. Gray, J. Stanley. Psychology in industry. New York: McGraw-Hill, 1952. vii, 401 p. \$5.00.—This book is intended as a text in industrial psychology, but can also be useful "to the general reader who knows a little about psychology and a little about industry." Dr. Karl Garrison prepared the last three chapters: Age of Workers, The Worker's Morale, and Employee Adjustment. A chapter on nutrition is included because the author believes that anything that affects men at work and upon which there is information, is a legitimate subject matter of industrial psychology. There are selected readings at the end of each of the fourteen chapters. There is an appendix of basic statistical concepts, author and subject index.—S. G. Dulsky.

7279. Jones, Walton L. (Office Chief Naval Operations, Washington, D. C.) The flight surgeon and flight safety. *J. Aviat. Med.*, 1952, 23, 44-48, 84.—The navy flight surgeon contributes vitally to flight safety by (1) insuring that only physically and psychologically qualified applicants are admitted to flight training, (2) maintaining the health and

fitness of the aircrew and conducting physiological equipment indoctrinations, and (3) investigating the medical and human engineering aspects of aircraft accidents.—A. Chapanis.

7280. Levett, Charles Martin, Jr. (*Lehigh U., Bethlehem, Pa.*) Errors of interpolation in instrument reading and setting. *J. appl. Psychol.*, 1952, 36, 49-52.—30 subjects made interpolations between marks 10 mm. apart in 3 different situations: (1) reading from a slide rule set by the experimenter to exact tenths, (2) setting the rule to tenths, and (3) reading tenths from Miller cards. Each subject made 324 interpolations in each of the situations. Results showed large individual differences among subjects. In all three methods errors were made less frequently at position 5 than at any other. Readings at positions 1, 2, 8, and 9 showed an inward bias, possibly due to the use of the end lines as reference points. Readings at positions 3, 4, 5, 6, and 7 showed an outward bias, possibly due to the use of an imaginary line at the center as a reference point.—W. H. Osterberg.

7281. Lippert, Stanley, & Miller, Matha M. (*Douglas Aircraft Co., Santa Monica, Cal.*) A method for evaluating aircraft acoustical comfort. *J. Aviat. Med.*, 1952, 23, 54-66.—Noise spectra from several aircraft have been compiled and studied in the light of pilot judgments concerning the acceptability of the noise levels in these aircraft. From such data, five curves have been drawn to define noise spectra ranging from "intolerable" to "ideally quiet for transport aircraft." The noise level of a particular aircraft can be expressed by a single number, the *acoustical comfort index*, obtained as a weighted average of values derived by interpolation between the five limiting curves.—A. Chapanis.

7282. Milton, John L. (*Aero Med. Lab., Wright-Patterson Air Force Base, Dayton, O.*) Analysis of pilots' eye movements in flight. *J. Aviat. Med.*, 1952, 23, 67-76.—This is one of a series of reports (see also 25: 7146) dealing with pilots' eye movements during flight as recorded by motion picture photography. Eye movements directed toward the instrument panel are measured by the (1) length of the fixation cycle, (2) number of fixations per minute, and (3) proportion of time spent on each instrument. Patterns of eye movements are analyzed for three types of flight maneuvers: (1) instrument approaches using the Instrument Low Approach System (ILAS), (2) instrument approaches using the Ground Controlled Approach (GCA) system, and (3) climbing turns. Eye-movement patterns vary for different pilots, for different maneuvers, for different panel arrangements, and for day versus night flying.—A. Chapanis.

7283. Milton, John L., McIntosh, Billy B., & Cole, Edward L. Eye fixations of aircraft pilots: VI. Fixations during day and night ILAS approaches using an experimental instrument panel arrangement. Dayton, O.: Wright-Patterson Air Force Base, 1951. v, 35 p. (AF Tech. Rep. No. 6570).—The sixth of a series of studies summarizes film rec-

ords of frequency, duration, and sequence of eye fixations under conditions stated in the title. Cross-pointer, directional gyro, gyro horizon, and air speed indicator were most used. More and shorter fixations occurred in day approaches. Experienced pilots made fewer and shorter fixations. Respecting the "distance between the most frequent eye fixations, the new panel appears to have a better arrangement of instruments for ILAS approaches than the standard panel."—R. Tyson.

7284. Viteles, Morris S. (*U. Pennsylvania, Philadelphia.*) The relation between individual differences in visual ability and proficiency in piloting a light airplane. *Année psychol.*, 1951, 50, 619-627.—The attempt was made to test the hypothesis that, all things being equal, persons with various degrees of visual deficiency will learn to fly as well as persons with normal vision. As subjects for the experiment, Ohio State University students between 17 and 29 were studied. No evidence was found that the visually defective subjects were markedly different from visually normal subjects. It was concluded that observed proficiency in learning to fly a plane rather than visual aptitude should be made the basis of the licensing of private pilots.—G. E. Bird.

7285. Wilson, R. C., Bryan, G. L., Green, G. A., Willmorth, N. E., Canfield, A. A., & Warren, N. D. (*U. Southern California, Los Angeles.*) After effects of intermittent positive radial acceleration. *J. Aviat. Med.*, 1951, 22, 509-517.—Six tests (word separation, number ranking, arithmetic operations, color naming, steadiness, and tapping), yielding 20 different measures, were administered to two groups of subjects before and after a 55-minute period of intermittent exposure to g-forces. The experimental group was subjected to 7 one-minute trials at 3g. The control group was exposed to 1-g—the effects of which are negligible. The performance of the experimental group following exposure to g was worse than that of the control group on only two of the measures (color naming—time score; steadiness—total score).—A. Chapanis.

BUSINESS & COMMERCE

7286. Bellows, Carol S. & Rush, Carl H., Jr. (*Wayne U., Detroit, Mich.*) Reading abilities of business executives. *J. appl. Psychol.*, 1952, 36, 1-4.—Training in silent reading skills was given to over 150 business executives. 1.5 hour meetings were held once a week for 10 consecutive weeks. Objective reading tests were given before and after the course was administered. Results showed an increase in reading speed (words per minute) correlated with initial reading rate (—.32). It was also found that increase in reading speed correlated —.41 with age. Some causes of slow reading are suggested as being: (1) carry-over from early childhood of oral reading habits, (2) over-cautious approach to printed matter because of fear of losing "something important," (3) difficulty in concentration and remembering, and (4) persistence of reading patterns related to particular job duties.—W. H. Osterberg.

7287. Kriedt, Philip H. (*Prudential Insurance Co., Newark, N. J.*). Validation of a correspondence aptitude test. *J. appl. Psychol.*, 1952, 36, 5-7.—200 correspondence clerks in Prudential's Home Office were given a test of business situations requiring, for each one, a letter to be written. These clerks were divided into two matched groups, one for developing a key and the other for cross-validation purposes. 3 criterion measures were used in determining validation. These measures, and the product-moment correlations obtained between each of them and the test scores are as follows: (1) supervisory ratings, .38; (2) job level, .30; and (3) ratings and job level combined, .41. They key favors the following three types of responses: (1) cordial and friendly paragraphs instead of cool and disinterested ones; (2) customer-centered replies instead of company-centered ones; and (3) positive replies instead of those with a negative emphasis.—W. H. Osterberg.

7288. Mosel, James N. (*Geo. Washington U., Washington, D. C.*) Prediction of department store sales performance from personal data. *J. appl. Psychol.*, 1952, 36, 8-10.—The file of application blanks for one year in a large department store were examined. The most successful and the least successful clerk in each of 85 departments was selected to form the criterion groups. Selections were made on the basis of "selling cost per cent," which is a ratio between total selling cost and total net sales. The Chi-square test was used to analyze the 42 items on the application blanks. 12 items proved to distinguish between the two groups at the .05 confidence level. These were: age, years of formal education, years of previous selling experience, weight, time on last job, time on next to last job, domicile, type of principal experience, number of dependents, marital status, and time lost on job in last two years.—W. H. Osterberg.

PROFESSIONS

7289. American Institute for Research. Technical appendices for the development of tests for evaluating research proficiency in physics and chemistry. Pittsburgh: American Institute for Research, 1951. 108 p.—A detailed procedural guide is offered as part of the Manpower Branch, Human Resources Division, Office of Naval Research project to develop measures of research proficiency. Appendix I provides basic information and criteria for item writers, suggestions and forms for item reviewers and other participants, and an item review check list. Appendix II—87 pages—describes "rationales for the development of test items."—R. Tyson.

7290. Lawther, John D. (*Pennsylvania State Coll., State College.*) Psychology of coaching. New York: Prentice-Hall, Inc., 1951. x, 333 p. \$3.70.—Presents principles and techniques applicable to teaching of sports. Emphasis is on teaching of boys trying to qualify for interschool teams. Basic principles for teaching of beginners are also presented. Coaching problems and methods derived from observation and from expert experience are discussed.

In addition, chapters on the following topics are included: handling men, speed and accuracy, strength and endurance, and form.—S. Ross.

7291. Peplau, Hildegard E. (*Teachers Coll., Columbia U., New York.*) Interpersonal relations in nursing; a conceptual frame of reference for psychodynamic nursing. New York: Putnam's, 1952. xxii, 330 p. \$5.00.—Designed to aid nurses in improving their relations with patients, this text identifies some of the concepts and principles that underlie interpersonal relations and transform nursing situations into learning experiences. Its material forms 4 divisions: Phases and roles in nursing situations; Influences in nursing situations; Psychological tasks; and Methods for studying nursing as an interpersonal process. 9-page selected topical bibliography.—A. J. Sprow.

7292. Roe, Anne. Psychological tests of research scientists. *J. consult. Psychol.*, 1951, 15, 492-495.—This is a report on "some comparisons of test results on a verbal-spatial-mathematical test and the Rorschach and the TAT given to 61 eminent scientists."—F. Costin.

7293. Strong, Edward K., Jr. (*Stanford U., Calif.*) Twenty year follow-up of medical interests. In Thurstone, L. L., *Applications of Psychology*, (see 26: 7270) 111-130.—The higher the physician interest score while in college, the greater the chance that the student will become a physician. For an A rating the chances are 53 in 100. Relatively few men with high physician interest enter an occupation which does not correlate highly with medicine and relatively few men with low physician interest enter medicine or a related occupation. Students who change their occupation do not score as high as students who continue in their occupation. Apparently the former do not have as strong occupational interests as the latter. Too few cases are at hand to determine the effect of changing one's occupation upon occupation scores before and after the change.—G. C. Carter.

7294. Wardwell, Walter I. (*U. Connecticut, Storrs.*) A marginal professional role: the chiropractor. *Soc. Forces*, 1952, 30, 339-348.—Using the chiropractor as an example, certain kinds of role-marginality that appear in contemporary society are analyzed. He is not a "marginal man" but rather the "incumbent of a role that is marginal" partly because of "the frequency and rapidity with which changes in role-definitions occur and new roles appear."—B. R. Fisher.

7295. Weislogel, Mary H. et al. The development of tests for evaluating research proficiency in physics and chemistry. Pittsburgh: American Institute for Research, 1951. viii, 36 p. (Project No. NR 385-016.)—A part of a broader program to select and evaluate personnel for research and engineering, separate tests for the doctorate level or equivalent were developed for physics and chemistry, with a section of nontechnical items in common. The report describes the tests and the procedures employed in developing them. It supplies samples

of the rationale, items, and suggestions for item reviewers. Each test has 100 items. Standardization of similar tests for other research areas is recommended.—R. Tyson.

7296. Weiss, Irving. (U. Kansas City, Mo.) Prediction of academic success in dental school. *J. appl. Psychol.*, 1952, 36, 11-14.—Since 1946 every Freshman class at the University of Kansas' School of Dentistry has been given a battery of tests shortly after the beginning of the Fall semester. Three of them were to predict theory grades (an intelligence test, a science test prepared especially for the Council on Dental Education, and a test on interpretation of reading materials in the natural sciences); and two of them were to predict technic grades (a paper and pencil test of object visualization in three dimensions, and a carving dexterity test). Results are shown in a table of correlations of test scores and grade point averages for the Freshman, Sophomore and Junior years. The conclusion is that "if used in the selection of dental school applicants, of whom 20 to 40 per cent are selected,

these correlations will help in eliminating potentially poor theory students."—W. H. Osterberg.

7297. Yoemans, Alice V., Ober, Grace G., & Scates, Douglas E. Educational status, needs, and opportunities of industrial research scientists in the Philadelphia metropolitan district. Washington, D. C.: American Council on Education, Research Staff on Scientific Personnel, 1951. vi, 77 p.—Chief purpose of the study was to gather facts which would contribute information on the education of scientists and engineers engaged in industrial research, and thus make possible a number of comparisons between the training needs of this group and those of Naval scientific employees. Some conclusions drawn from analysis of the questionnaires are: (1) academic degrees are important for selection, (2) industry encourages further education, (3) there are numerous contacts between research laboratories and educational institutions. There are 24 tables and a bibliography.—S. G. Dulsky.

(See also abstract 7215)

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The two publications, *U. S. Child Bur. Publ.* and *U. S. Off. Publ. Educ.* may be obtained upon request. Will anyone interested in any of the above journals, please advise us.

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Der Psychologe; Berater für gesunde und praktische Lebensgestaltung. Psychologische Monatschrift (*Psychol. Berater gesunde prakt. Lebensgestalt.*) beginning with vol. 3, no. 11, 1951.

Journal of Psychiatric Social Work (*J. Psychiat. Soc. Wk.*) beginning with vol. 21, no. 2, 1951.

Journal of Social Research, Pretoria (*J. soc. Res., Pretoria*) beginning with vol. 1, no. 1, 1950.

Psychologische Hefte (*Psychol. Hefte*) beginning with no. 7/8, 1952.

Psychologische Rundschau (*Psychol. Rdsch.*) beginning with vol. 3, no. 3, 1952.

Revista Interamericana Bibliografia (*Rev. interamer. Bibl.*) beginning with vol. 1, no. 1, 1951.

Revue de Psychologie des Peuples (*Rev. Psychol. Peuples*) beginning with vol. 7, no. 1, 1952.

Rural Sociology (*Rur. Sociol.*) beginning with vol. 12, no. 1, 1952.

Zeitschrift für Altersforschung (*Z. Altersforschung*) beginning with vol. 5, no. 2, 1951.

Zentralblatt für die gesamte Neurologie und Psychiatrie (*Zbl. ges. Neurol. Psychiat.*) beginning with vol. 116, no. 1/2, 1952.

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